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ABSTRACT

This document recounts the efforts of an urban college of education (the one at the University of Illinois/Chicago Circle) to develop a cooperative program in urban teacher education. It deals with the origin of the project, operational problems encountered, solutions attempted, critical functions of systematic evaluation. Also included are statements of conclusion by the development coordinator. (Related document is SP 007 730.) (Author/DDO)

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REPORT OF AN URBAN EDUCATION REFORM EXPERIMENT:
PROBLEMS AND PROMISES

SUPPLEMENT TO FINAL REPORT OF THE 5TH CYCLE TEACHER CORPS PROJECT

in cooperation with

The College of Education at
The University of Illinois/Chicago Circle

District #19, Area B
The Chicago Public Schools

The Pilsen, Heart of Chicago
and South Lawndale Communities

SECTION II: PROJECT EVALUATION

Prepared by:

Robert M. Rippey, Ph.D.
Project Evaluation Coordinator

August, 1972

SP 007 730

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TEACHER CORPS STAFF

Administrative Staff

Ramon Luis Merlos, Director

Alice Pease, School/Project Coordinator

Juan Morales, Community/Project Coordinator

Ward Weldon, Curriculum Coordinator

Robert Blake, Intern Counselor

George Monroe, University Liason

Robert Rippey, Evaluation Coordinator

Virginia Kramer, Administrative Assistant

Team Leaders

Ethel Lee Jaffe, Komensky School

Andrew Kyriazes, Jungman School

Arthur Moses, Plamondon School

Carlos Olvera, Walsh School

Gerald Padulo, Cooper Upper Grade Center

Volunteer Component

Juan Morales, Coordinator

Chapter 1

The Project and Its Objectives

The Cooperative Teacher Corps Project* was organized for the purpose of developing a model for training teachers from a community to serve in that community. Planning began in 1967 and the Project went into operation in the summer of 1970 with 32 interns and six team leaders. The Project was established by means of a collaborative agreement between the University of Illinois at Chicago Circle, District 19 of the Chicago Public Schools, a Community Advisory Council and the National Teacher Corps. In addition, the National Commission on Teacher Education and Professional Standards provided considerable stimulus and help.

The problems of providing an appropriate education for pupils in the Latin Community is not unique to Chicago, nor to large cities in the United States. Bilingualism occurs in many countries and research in Ireland, another country with even a more prevalent situation of bilingualism, (McNamara, 1967)[1] also (McNamara, Feltin, Hew, and Klein, 1967)[2], has shown that in every country where children learn to read in a language which is not their dominant language, a net deficit of about two years in reading skills occurs by the time pupils reach sixth grade. Couple this with a reported drop-out rate in excess of seventy percent, and one begins to visualize the difficulties of the Spanish-speaking child in the Anglo school.

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* Throughout this report, The Cooperative Teacher Corps Project is alternately referred to as The Program.

[1] McNamara, John, "Bilingualism and Primary Education" in Irish Journal of Education Vol. 1, pp. 79.

[2] McNamara, J. Feltin, M. Hew, M., and Klein, M. "An Analytic Comparison of Reading in Two Languages" Irish Journal of Education Vol. 2, pp. 41.

A number of solutions to this problem have been proposed. They include such ideas as teaching reading in Spanish initially, teaching English as a Second Language, providing smaller classes, and more intensive instruction. Most of these approaches, however call for teachers who are fluent in Spanish. In addition, the argument is also presented that teachers who are unfamiliar with Spanish culture, and the community in which the child lives will lack an understanding of the child's concerns and motivations. Yet such teachers are in short supply. The Lawndale News reports that as of December 1971, there were 1.2% Spanish-speaking teachers in the Chicago Schools as compared with a percentage of 10.4% Spanish-speaking students.[3]

It is to this shortage of Spanish-speaking teachers with an awareness of community concerns, that the Teacher Corps project at the University of Illinois, Chicago Circle, addressed itself.

The "program" as outlined in its early stages suggested the following model of operation:

A. Selection. New relationships among the schools, the university, and the community will lead to the selection of persons for teacher training who are more congruent to community norms and cultural patterns than those who randomly enter teaching.

B. Training. As a result of additional community involvement, these teacher candidates will receive a different kind of teacher training which will sensitize the participants to the strengths and motivations of their students. Furthermore, training as change agents will make them more influential in the school, and more capable of mediating between the school and the community.

---

[3] Lawndale News, Sunday, December 19, 1972, "More Spanish Speaking Teachers in Local Schools, but Ratio Still Low".

C. Community Involvement. This additional skill will lead to greater community involvement in school affairs, and a new voice will therefore be heard in the selection and implementation of school goals.

D. Program Change. Thus, changes in school program courses, materials, and teaching will come about.

E. Better Educational Results. This will result in a better education for the children. Although better education may be a term which leads to problems of definition, for this project it means at least the following:

1. Higher achievement
2. Greater satisfaction
3. Broader experience
4. Improved self-concept and feelings of adequacy
5. Increased participation in productive educational experiences
6. Assumption of leadership in the community
7. An improved standard of living and additional life options for the student.
8. Increased skill as choice makers, increasing autonomy of both students and corpsmembers.

F. Improved Relationships. With such an improved educational program, the school can find greater acceptance and improved relationships with its community.

To make an assessment of these objectives, data were drawn from a number of sources. These include interviews, questionnaires, instruments administered during the course of the two-year project cycle, analysis of existing documents, minutes of meetings and newspaper articles. Details of methodology and design will be delineated in subsequent chapters.

This first list of objectives was derived by the evaluator from other sources. It represents his synthesis obtained from his understanding of the proposal, and from discussion with persons from the university, the schools, and the community. This particular statement of objectives constitutes the basis for the evaluation of the program. However, it would be improper not to acknowledge the fact that priorities in this project vary from person to person and from reference group to reference group. Therefore, in this section on objectives, it would be worthwhile to present the objectives of the program from additional sources.

The first of these is from the proposal itself. (Proposal, 1969)

1. Sub-objectives Ranked in the Order of Program Emphasis

The rationale for ranking the six sub-objectives cited in the Teacher Corps Guidelines for 1970-1971 programs is based on the following concepts of the teacher preparation program. Teachers are viewed as agents of change. As they cooperatively assist in training new teachers, they also benefit from exposure to new ideas and to enthusiastic teacher candidates. Furthermore, as school personnel they actively participate in the development, implementation, and evaluation of newer approaches in teacher education. With Teacher Corps resources, the training of a different type of teacher candidate assures pertinent community input in the teacher preparation program. As a flexible model of a teacher preparation program is devised, implemented, and evaluated, ideas can be field-tested at appropriate stages in the program's development. Results can be studied, and, if found to be valid, the findings applied to teaching practices in the Public Schools and in the College of Education. In this context, the sub-objectives are ranked as follows:

A. "To generate relevant preparations for teachers of the disadvantaged through an internship of coordinated study and practical experience in the schools and the community."

We hope to generate relevant preparation for teachers of urban children who represent a dominant subculture. These children have valuable and previously untapped strengths. If properly directed these strengths could facilitate their learning in school. Through an internship of coordinated study and practical experiences in schools and the community, the interns will learn new ways of bringing out these strengths.

To achieve this objective, the College of Education, selected schools in District #19, and the involved communities would cooperatively develop and establish the programs described in Sections VIII and IX.

B. "To encourage school districts, State departments of education, and colleges to work together in providing effective training and utilization of teachers."

No longer can a college of education adequately prepare urban teachers if it ignores the school milieu and the environment affecting the children's lives. In this project, a comprehensive educational environment will be created by integrating experience in the university classroom, the school, and the community. Even the basic philosophy of a teacher education program must be formulated by all those concerned with the school as a social institution if the school is to serve the real needs of its pupils. In other words, the public schools, the State departments of education, the local communities, and the colleges of education must play significant roles in giving direction to the teacher preparation program.

The College of Education, UICC, has recognized that teacher preparation programs can no longer exist in isolation from the public schools and communities as evidenced by the College's support of the Cooperative Program in Urban Teacher Education (CPUTE). As an operational teacher preparation program, CPUTE realized the necessity of involving the community and public schools in teacher education program development. As more effective ways for involvement are found, the CPUTE organizational structure has been sufficiently flexible to permit changes in its own structure.

C. "To establish links between schools, homes, and the community to provide better identification and understanding of the community and to help organize the community for its participation in the educational process."

Historically, the American schools have reflected the communities they served and in rural and most suburban areas, the schools still respond to and reflect the communities' interests and desires. In contemporary urban areas, local schools are unable to adquately reflect their respective community's interests and needs because decisions are made in a central office administering the multiplicity of communities within the metropolis. Thus, if the urban communities are to participate as is desirable, concerted efforts to devise effective ways of involving a local community in decisions about its schools must be made

D. "To recruit and train as teachers of disadvantaged children, qualified candidates who may not otherwise have entered the teaching profession."

In most instances, local youth would not be able to prepare for a teaching career unless they received Teacher Corps support. With Teacher Corps support, such indigenous recruits would assure valid community input into school policies and authoritatively represent their community.

E. "To help stimulate or assist in making the changes sought by school districts to aid the disadvantaged."

By involving school personnel in a teacher preparation program based on testing and evaluating different educational approaches, schools can adopt innovative practices, new ways of teacher participation in inservice training, and differential employment of personnel. Mechanisms for providing such input into the teacher preparation program are the learning centers, the Working Committee, and the advisory board. The differential task forces at the learning centers actively participate in setting and understanding teacher training goals.

F. "To create broader professional and public understanding of teacher training goals and how Teacher Corps can be used to help meet them."

To disseminate information about its program, the CPUTE staff has used various media. Four articles were submitted to professional educational journals. News releases have been sent to the Chicago newspapers. Staff members participated in two national conferences and present and discuss the project.* ERIC is indexing the Final Report of the Cooperative Program in Urban Teacher Education submitted to and supported by HEW. In addition to what has already been done to facilitate dissemination, arrangements are being developed with the National Commission on Teacher Education and Professional Standards for information about evaluation procedures in other programs across the United States and assistance in evaluation of the Teacher Corps project at UICC.

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* CPUTE Director and Curriculum-Evaluation Coordinator made presentations at the Association for Supervision and Curriculum Development National Conference, San Francisco, March, 1970 and at the American Ortho-Psychiatric Association National Conference in San Francisco, March, 1970.

An involved member of the university staff who participated in the development of the proposal viewed the objectives this way in a personal communication:

> Keep in mind that although community persons read the proposal prior to submission, the priorities were not obtained through consensus but rather represented the best thinking of the proposal writers. These may no longer obtain, as the program has had greater community, team leader, and intern input. I would suggest a good place to begin is to have these various groups reorder the objectives. It might be important to see how each group perceives them -- this would be true of school administrators as well as cooperating teachers, in addition, the present faculty working with the program.
>
> The list of objectives I am submitting are written from the point of view of the College of Education, i.e., what objectives the C of E might have in putting so much of its resources in the TC program. Before I list these, they need to be preceded by several assumptions we have been giving lip services to, but have little or no evidence to support:
>
> (1) Ethnicity is an essential element in developing an instructional program.
>
> (2) Teachers of the same ethnic background as their students will be more effective in enhancing learning.
>
> If we can obtain evidence, either way, this will give direction to the teacher education programs of the College.

To find a workable model through which college of education, selected schools, and a given community develop a program for teacher education.

To test the viability of community control of a cooperative program by a community committee acting as a policy-making body, and over time assuming leadership for the Teacher Corps program.

To test whether specific instruction materials and teaching strategies are applicable to given ethnic groups, and if so, to give evidence of the degree of effectiveness.

To test the assumption that teacher candidates indigenous to a community can be more effective in facilitating learning of children.

To provide the opportunity for university students to develop professional relations with a school in which they serve in the roles of learners and teachers.

To develop human relation skills through which the interns, as agents of change, can learn to work effectively with many groups of people: pupils, peers, teachers, administrators, community persons, and parents.

To involve teacher candidates in many facets of community life in order to broaden their concepts of education.

To involve cooperating teachers in the articulation of a teacher education program in order to develop a source for change within the school.

To help teacher candidates become more aware of the potential for curriculum and instructional materials that are available, by utilizing the immediate school community as a resource.

To help school personnel utilize the special skills indigenous teacher candidates may bring to the school.

To provide the opportunity for the College of Education's faculty to broaden their own frame of reference in working with special programs, like Teacher Corps.

Another view of the objectives of the program can be obtained from the team leaders and interns. An article from the University of Illinois newsletter describes the program in this way:

Teacher Corps Program: A New Way

Team leaders and teacher interns in icago Circle's Cooperative Teacher rps Program are developing new atti- les toward their profession and toward rning.

"We are involved in an individual ht for each child," explained Lee Jaffe, m leader at Komensky School, one of in District 19 participating in the pro- m.

Team leaders, all with at least a chelor's degree in education, serve as binding group between the 31 interns, schools, the community, and the icago Circle College of Education. The derally-funded program is under the ection of George Monroe, assistant ofessor of education.

THE RANGE OF ROLES and work team leaders is enormous. Besides ning graduate credit toward advanced grees, they spend four mornings a week the schools with the interns, the school ministration, and the teachers.

In the afternoons, they assist interns th problems associated with teaching d with studies toward bachelor's grees. In short, the team leaders func- on as part of the college staff, which cludes helping in the development of urse material.

Since the District 19 schools have stu- nts primarily of Mexican-American igin, most interns and team leaders are anish speaking and instruction is bilin- al. In addition, most interns were cruited directly from the District 19 ea.

But what is built into the program d into the individuals working in it is a nse of commitment.

"Our prime thrust is not merely the aining of teachers," explained Alice ase, team leader at Yirka School, "but training them to be sensitive to the ecific needs of children in the urban vironment."

Thus, the team leader and the intern et involved" in the community and ten have visited the homes of pupils, tempting to solve those problems that and in the way of each child's develop- g to the fullest, she explained.

The parents, teachers, and community slowly are becoming aware of changes that have taken place in the classroom, said Jesus Garcia, associate director of the program. "Just the bilingual approach alone has helped, with children reacting to Spanish-speaking teachers who have an understanding of the language and culture of the pupils," Monroe added.

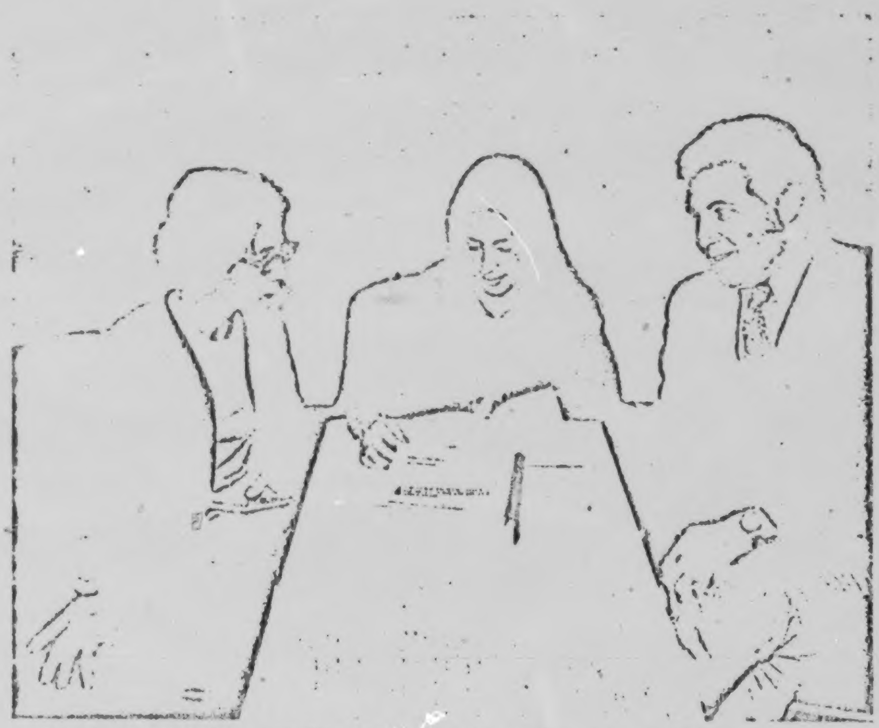
Another team leader called attention to the intern idea itself. "Student teaching set the unprepared person loose on the class for one academic quarter," said Arthur Moses of Plamondon School. "In the intern system, however, each student is totally familiar with the school and community around him by the time the academic year has ended."

The intern method, which Monroe and the team leaders in the Cooperative Teachers Corps Program feel may eventually replace the old concept of student teaching, should indeed develop the "complete" teacher.

"WE PROMISE interns a good deal of work. Each works 20 hours weekly in district schools, 10 hours in the community, and carries a course load of 12 credit hours.

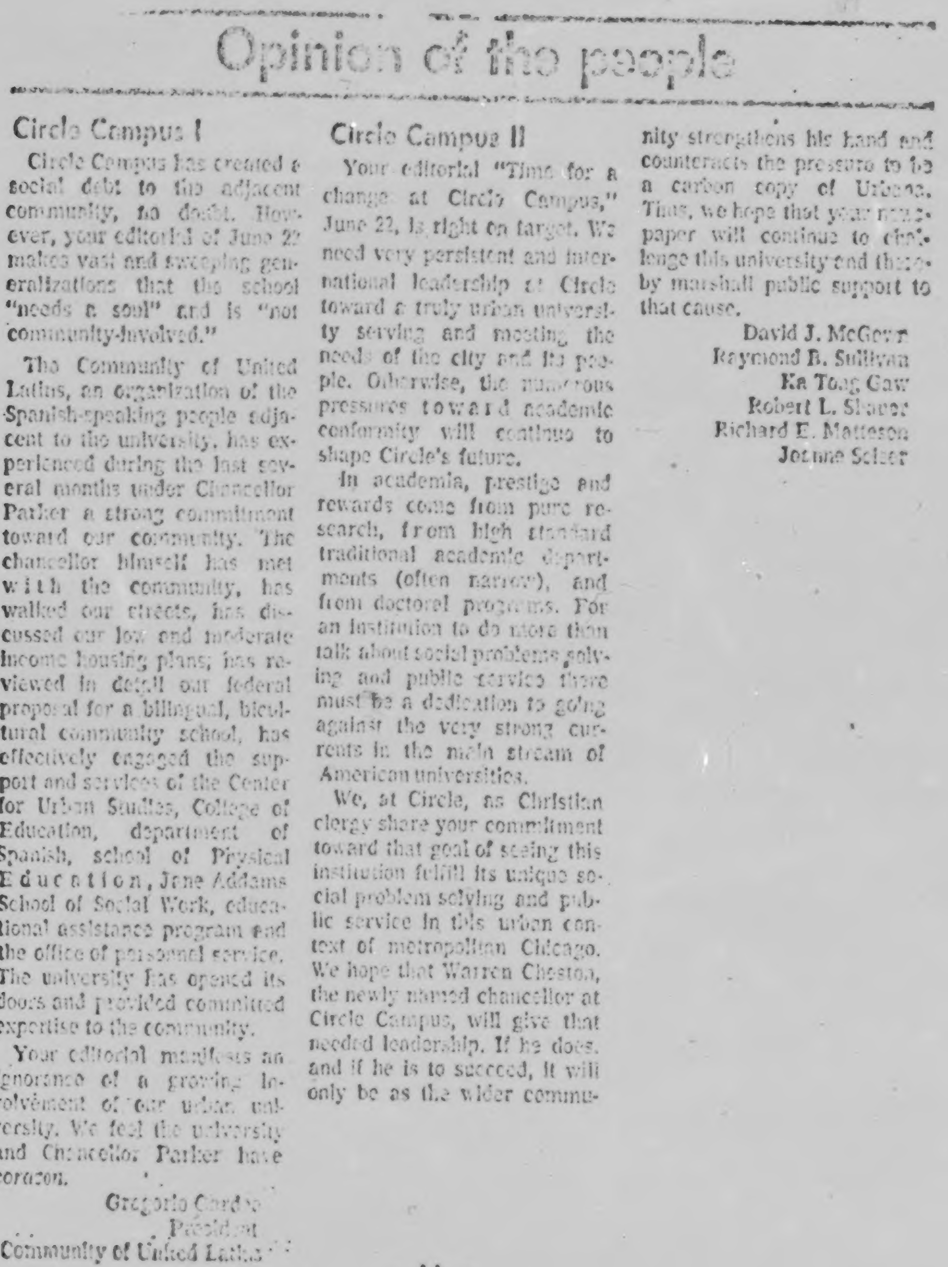
"For their work in schools, District 19 pays them $75 per week, with $15 per week additional for each dependent," he added. The Teacher Corps grant of $500,000 covers these costs.

Monroe and the team leaders insist it's still too early in the year to determine the success of the program. But they do say they have at least taken a step in another direction, a step down a road that thus far has not had a dead end.



Team leaders and a student intern in the College of Education's Cooperative Teacher Corps Program discuss new approaches to urban education during a conference on campus. Shown (from left) are Alice Pease, team leader at Yirka School; Connie Hermosillo, teacher intern at Komensky School; and Jerry Padulo, Cooper Upper Grade School team leader.

Interest in the objectives and motives of the university extends considerably beyond the walls of the university itself. These letters to the editor of the Chicago Sun Times reflect this interest from two additional points of view.



Opinion of the people

Circle Campus I

Circle Campus has created a social debt to the adjacent community, no doubt. However, your editorial of June 22 makes vast and sweeping generalizations that the school "needs a soul" and is "not community-involved."

The Community of United Latins, an organization of the Spanish-speaking people adjacent to the university, has experienced during the last several months under Chancellor Parker a strong commitment toward our community. The chancellor himself has met with the community, has walked our streets, has discussed our low and moderate income housing plans; has reviewed in detail our federal proposal for a bilingual, bicultural community school, has effectively engaged the support and services of the Center for Urban Studies, College of Education, department of Spanish, school of Physical Education, Jane Addams School of Social Work, educational assistance program and the office of personnel service. The university has opened its doors and provided committed expertise to the community.

Your editorial manifests an ignorance of a growing involvement of our urban university. We feel the university and Chancellor Parker have *corazon.*

Gregorio Cardozo
President
Community of United Latins

Circle Campus II

Your editorial "Time for a change at Circle Campus," June 22, is right on target. We need very persistent and international leadership at Circle toward a truly urban university serving and meeting the needs of the city and its people. Otherwise, the numerous pressures toward academic conformity will continue to shape Circle's future.

In academia, prestige and rewards come from pure research, from high standard traditional academic departments (often narrow), and from doctoral programs. For an institution to do more than talk about social problems solving and public service there must be a dedication to going against the very strong currents in the main stream of American universities.

We, at Circle, as Christian clergy share your commitment toward that goal of seeing this institution fulfill its unique social problem solving and public service in this urban context of metropolitan Chicago. We hope that Warren Cheston, the newly named chancellor at Circle Campus, will give that needed leadership. If he does, and if he is to succeed, it will only be as the wider community strengthens his hand and counteracts the pressure to be a carbon copy of Urbana. Thus, we hope that your newspaper will continue to challenge this university and thereby marshall public support to that cause.

David J. McGevr
Raymond B. Sullivan
Ka Tong Gaw
Robert L. Shaver
Richard E. Matteson
Joanne Selzer

An interview with a highly committed member of the community who was employed by the schools to work with teachers in an attempt to alleviate language problems of Spanish speaking children revealed honest anger with teachers who didn't like the children and viewed them as a threat to their teaching competence. She felt that the primary goals of the program should be to make certain that the children had teachers who liked them, who could teach them competently, and who could utilize their strengths. She was most concerned that bilingual materials be developed, and was aware of research on bilingualism which stresses the importance of learning to read in one's first language. She cited additional evidence that students who had learned to read in Spanish in Mexico before coming to the United States did much better in school than did students who came to the United States earlier and who were required to begin learning reading in English.

A broader sampling of community opinion about educational goals was assessed in a community survey. The results of this survey are available elsewhere in this report.

In interviews, the school principals described their viewpoints with respect to the objectives and in terms which were consistent with the goals of the project. However, there was some difference noted in their views on the ways in which language differences should be dealt with. Some were strongly in favor of the bilingual approach. Others felt that English was extremely important, and that excessive emphasis on Spanish might work a hardship on some of the students.

Although the objectives for this project are rather clear in print, they take on different forms in the minds of different persons involved in the project. With this caveat, then, the report will proceed to deal with issues in terms of the objectives synthesized by the evaluator and presented first in this report.

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The Community, The Schools, and The University

The community is of crucial importance in the Teacher Corps program for the basic premise of the program is that teachers from a community which has a cultural integrity of its own, may prove to be superior to teachers taken from the usual sources of teacher recruitment. There are many reasons for this. Certainly where there is a language difference, the premise seems almost obvious. Furthermore, teachers from a community may be more aware of actions which children find rewarding, or reinforcing. Teachers from the community may be more aware of student feelings and problems. They may like their students better. The teachers themselves may be more accepted by the children. They may feel a strong bond of responsibility for the progress of their students.

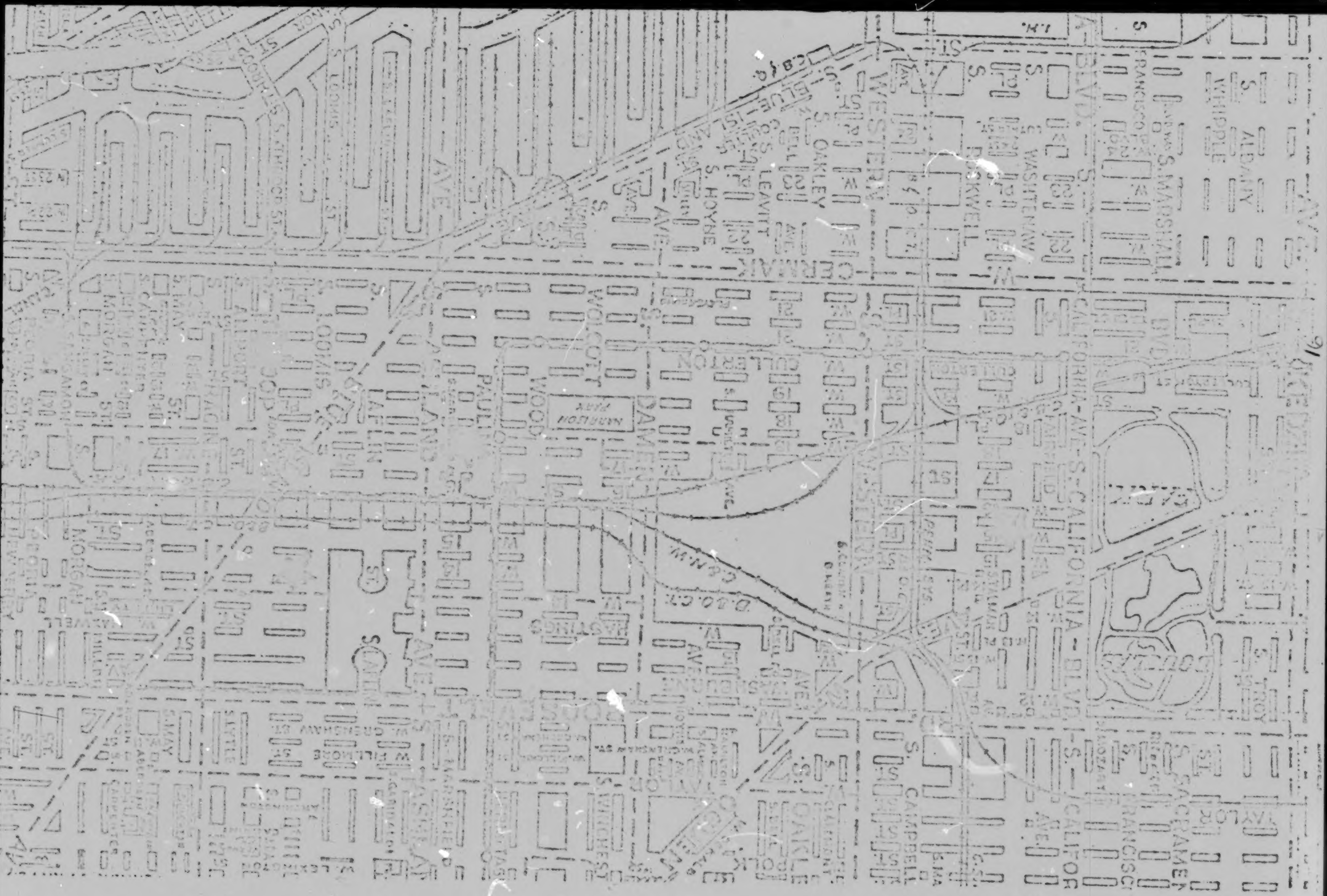
A description of the schools is also in order early in this report. The schools have been in this community for many years, but the community has been changing rapidly around the schools. How are the schools meeting this challenge? What are the schools like? Where are they heading? Furthermore, one of the other key premises of the Teacher Corps program is that the schools and the community should have closer ties. Part of this increased affiliation is to be accomplished by a community component of the project. Interns were also responsible for spending a portion of their time on community service projects. In addition, the community is in the midst of a developing urge for greater political power. This trend at times coincided with and at times interfered with the task at hand.

The intern, however, serves not just two masters, but at least three: the University, the Public Schools, and the Community. This places him in an uncomfortable position. This discomfort was at times extremely obvious, and should be considered a major issue in the evaluation of this project. Universities are sometimes likened to Procrustes who trimmed or stretched his customers to the size of his bed. However, the schools and the community likewise have their expectations, and these at time must seem to the intern like a three dimensional stretch or squeeze. The effects of this multiple, sometimes conflicting stress may suggest questions about the viability of the training model, or its implementation. What, then, are these forces like?

The Community

Three communities, Pilsen, Heart of Chicago, and Lawndale contain the Teacher Corps schools. The six schools were chosen because they were the only Mexican-American community schools in the area qualifying under the federal poverty level guidelines for average family incomes. The Teacher Corps schools are indicated by stars on the map which follows. Only the Plamondon School is in the South Lawndale area, and that school is at the eastern edge of that area.

Pilsen is bounded by the CB&Q Railroad tracks on the north at 16th Street, on the east by the South Branch of the Chicago River, and by Ashland Avenue on the west. Heart of Chicago is immediately west of Pilsen and has Western Avenue as a boundary. South Lawndale


CERMAK
W. CERMAK
WESTERN
AVE.
S. CALIFORNIA
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DAMEN
WOLCOTT
WOOD
PAULINA
ASHLAND
LAFLIN
LOOMIS
RACINE
ALLPORT
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FRANCISCO
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S. TROY
HARRISON PARK
CULLERTON
BLUE ISLAND
C.&N.W.
B.&O.C.T.
PENN. SYS.
FAIRFIELD
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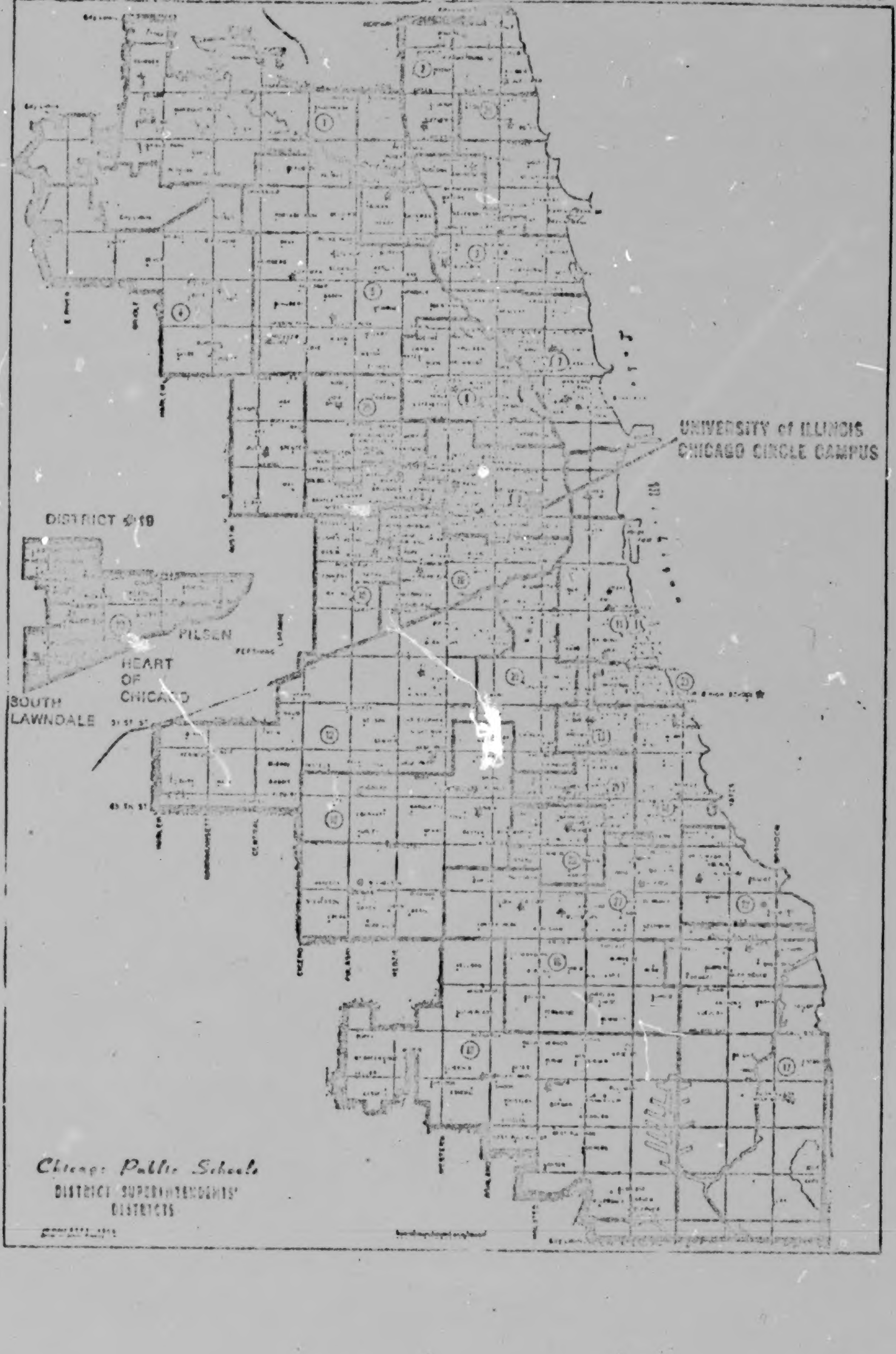
FIGURE 1. SCHOOL DISTRICT #19 IN PERSPECTIVE


UNIVERSITY of ILLINOIS
CHICAGO CIRCLE CAMPUS
DISTRICT #19
PILSEN
HEART OF CHICAGO
SOUTH LAWNDALE
Chicago Public Schools
DISTRICT SUPERINTENDENTS' DISTRICTS

then extends westward to the city limits. There are about 90,000 people living in these three areas.

This particular west side area has had the historic function of serving as a port of entry for many ethnic groups coming to Chicago from other countries. This was the area where Jane Addams began her work with immigrant families. Mayes and Wade (1970) describe the area's history:

> Soon a congested colony called Pilsen sprang up between Halsted Street and Ashland Avenue south of Sixteenth Street. The Italians crowded into the area along Grand Avenue west of the river, where they found "hand-me-down" housing from the Germans, Irish, and Scandinavians who had left for roomier and more pleasant quarters. Many of the earlier Italian immigrants had come from mercantile and professional families in northern Italy and had dispersed throughout the city; the more recent arrivals, however, were poor, unskilled, and insecure. Hence, they created a Little Sicily on the edge of downtown where they could reconstitute something of the social landscape they had known at home.
>
> The recent east European Jewish arrivals congregated on the West Side in an area bounded by Polk Street on the north, Blue Island Avenue on the west, Fifteenth Street on the south, and Stewart Avenue on the east. German Jews had been in Chicago almost from its inception, but the new migrants came from eastern Europe, and especially Russia. Many left all they had behind in a frantic escape from the pogroms. Thus when they settled in Chicago they had to take what housing they could find--dilapidated cottages, shanties, and three- and four-story brick tenements that lined the narrow streets and alleys of the Poor Jew's Quarter, as it was called.[4]

A report prepared for the Teacher Corps describes the area as follows:

> In 1850 many immigrants from Ireland began to settle in "shanty towns" along the South Branch of the Chicago River. Although they lived on both sides of the Canal, the majority stayed on the south side in what is now Bridgeport.

---

[4] Richard Wade and Harold Mayer, Chicago, Growth of a Metropolis, University of Chicago Press, 1970.

In 1855 Czeh-Bohemian settlers were evicted from the land in the southern part of what is now Lincoln Park. These people began moving into the eastern section of the lower west side near Halsted and 22nd Streets. Between 1860 and 1870 some 10,000 Czechoslovakians moved into the Pilsen area.

During 1863 the Chicago, Burlington, and Quincy Railroad laid its tracks through the area. Very quickly a small village named Crawford was settled along the railroad right-of-way. Most of the settlers were native American whites and some German immigrants.

By 1870 the Pilsen community was almost solidly a Czechoslovakian neighborhood, although there were sizeable numbers of Croatian and Lithuanian settlers present.

The Great Chicago Fire of 1871 did not disturb the Pilsen area, but brought a more rapid increase in population.

The McCormick Reaper manufacturing plant was built in the South Lawndale area in 1873. This brought many more people into the area.

About 1880 the Czech-Bohemian population in South Lawndale was beginning to expand, and by 1885 it was growing rapidly, as many Czechoslovakians moved from the Pilsen area. By 1920 South Lawndale was the most numerous Czechoslovakian area of the city.

By 1892 the Polish group in the Heart of Chicago was one of the most concentrated in the city, but not the most numerous.

By 1895 the Pilsen area reached its maximum population of about 60,000, mostly Czechoslovakians. However, the population here began to decline about 1920, and in 1930 the last residential buildings were constructed.

Between 1939 and 1940, World War II brought many refugees to Chicago. They settled among their own language and ethnic groups. This reinforced the European character of Pilsen, Heart of Chicago, and South Lawndale as Slavic areas.

In 1940 a few Negro families began to move into the area on 16th Street near the railroad tracks.

The first Mexican families settled in this area about 1953. By 1960 Spanish Americans, mostly Mexicans, formed almost 60 percent of the population of Pilsen, replacing many of the Czechoslovakians who had moved to the western suburbs.

In 1960, one-fifth of all Czechoslovakians in Chicago lived in South Lawndale.

In 1964 urban renewal and the construction of the University of Illinois Chicago Circle campus forced many of the Mexican families of the near West Side to move into the Pilsen area.

Presently, the Spanish American population continues to be the dominant group in the Pilsen area, although there have been a few more Negro families moving here since June, 1969.

Ethnic Groups

Although there are still many persons in the Pilsen community who bear German surnames, almost none are first or second generation. There are many elderly Czech-Bohemians, Croatians, and Lithuanians still residing in the neighborhood. Many continue to use the old languages in family and friendship circles. Several churches presently conduct mass in the national language.

The few Negro families come from Louisiana, Alabama, Arkansas, and Mississippi. Generally, they have been rural or small town people.

There are some Southern White families from West Virginia, Kentucky, and Tennessee and also residents from southern Illinois and Indiana.

The Spanish American form the dominant group. There are a number of second-generation Mexicans of families who arrived in Chicago during the 1920's. They are usually bilingual, but favor English.

Another group are those persons (Mexican Americans from Texas and New Mexico) who are also bilingual, but prefer Spanish. They are often from rural areas.

A third group are the Puerto Ricans who are primarily Spanish-speaking. However, as soon as they learn enough English, they tend to move to other parts of the city.

The largest of the Spanish American groups is the one that emigrated from the northern and central states of Mexico. They are often rural and small town people and totally Spanish-speaking.

Socio-Economic Factors

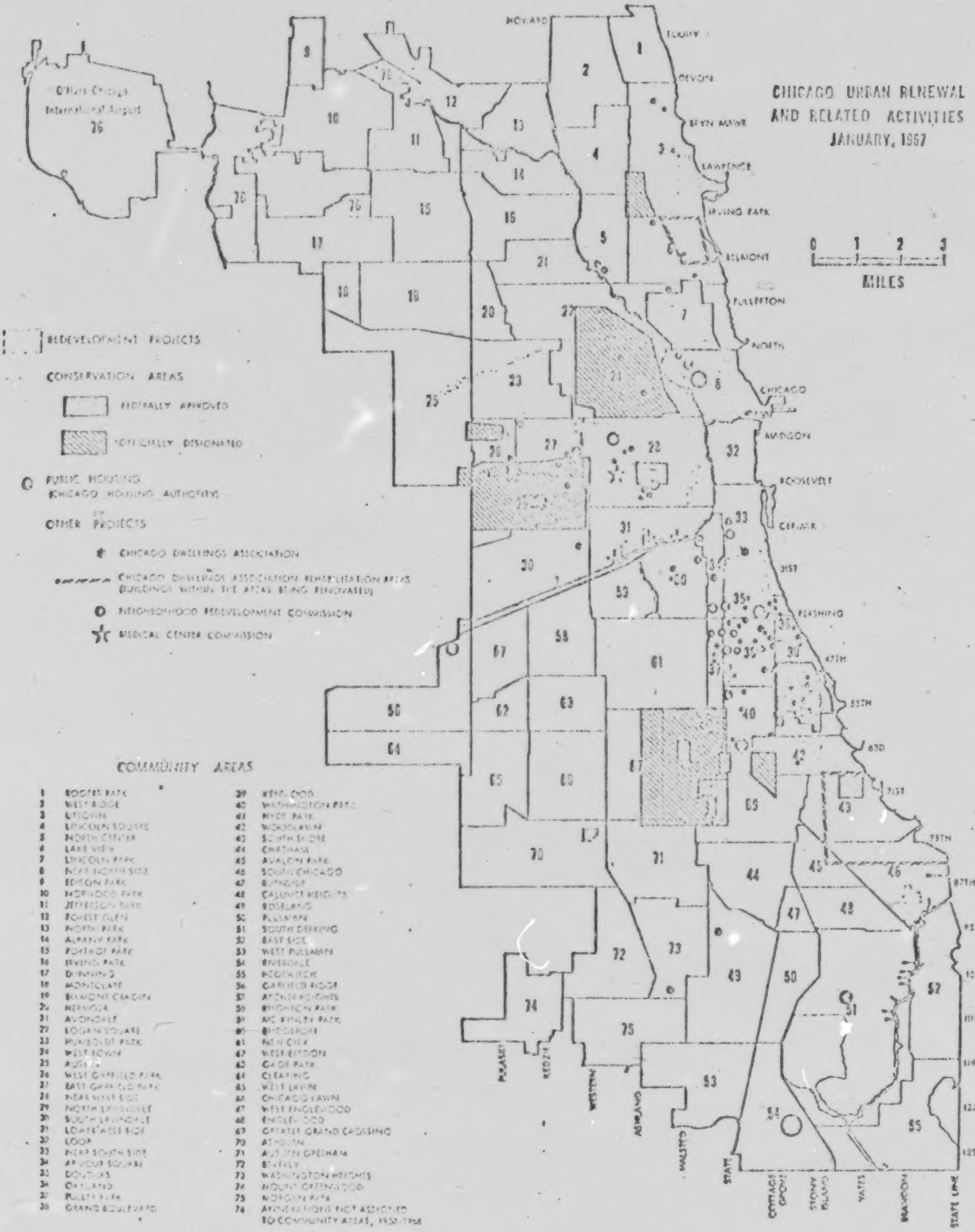
The entire area is a working or laboring man's community. There are many persons who are unskilled and semi-skilled laborers.

> Many of the Spanish Americans work in the electronic plants as punch press operators, welders, and assemblers. Because of the ease of transportation, they usually seek employment in the plants to the west and northwest suburbs or closer.

> Many of the Southern White and rural Illinois residents are employed as bus drivers, truck drivers, and mechanics.

> The Spanish-speaking people, especially the women and children, do most of their shopping and visiting within the Spanish-speaking area (Pilsen, Heart of Chicago, and South Lawndale). In fact, many of the Pilsen and Heart of Chicago residents go to the shopping center on 26th Street in South Lawndale for groceries and dry goods, as these stores employ Spanish-speaking clerks.

This picture of a "changing" neighborhood -- a neighborhood "changing" not once, but many times over a long period of years, perhaps explains the fact that the community has not yet developed an adequate degree of political power. Although the Mayor of the City of Chicago lives nearby, it is interesting to note that as of 1967 (Mayer and Wade, 1969) there were no urban renewal, or related activities, in area 31 on the map. This is the area served by the Teacher Corps schools. The picture does not seem much different today from 1967, and the major improvements in the community seem to take the form of self-help programs, much more than from massive federal assistance.


CHICAGO URBAN RENEWAL AND RELATED ACTIVITIES JANUARY, 1967
0 1 2 3
MILES
O'Hare Chicago International Airport
76
REDEVELOPMENT PROJECTS
CONSERVATION AREAS
FEDERALLY APPROVED
OFFICIALLY DESIGNATED
PUBLIC HOUSING (CHICAGO HOUSING AUTHORITY)
OTHER PROJECTS
CHICAGO DWELLINGS ASSOCIATION
CHICAGO DWELLINGS ASSOCIATION REHABILITATION AREAS (BUILDINGS WITHIN THE AREAS BEING RENOVATED)
NEIGHBORHOOD REDEVELOPMENT COMMISSION
MEDICAL CENTER COMMISSION
HOWARD
TOUHY
DEVON
BRYN MAWR
LAWRENCE
IRVING PARK
BELMONT
FULLERTON
NORTH
CHICAGO
MADISON
ROOSEVELT
CERMAK
31ST
PERSHING
47TH
55TH
63D
71ST
79TH
87TH
95TH
103D
111TH
119TH
127TH
135TH
PULASKI
KEDZIE
WESTERN
ASHLAND
HALSTED
STATE
COTTAGE GROVE
STONY ISLAND
YATES
BRANDON
STATE LINE

COMMUNITY AREAS

1	ROGERS PARK	39	KENWOOD
2	WEST RIDGE	40	WASHINGTON PARK
3	UPTOWN	41	HYDE PARK
4	LINCOLN SQUARE	42	WOODLAWN
5	NORTH CENTER	43	SOUTH SHORE
6	LAKE VIEW	44	CHATHAM
7	LINCOLN PARK	45	AVALON PARK
8	NEAR NORTH SIDE	46	SOUTH CHICAGO
9	EDISON PARK	47	BURNSIDE
10	NORWOOD PARK	48	CALUMET HEIGHTS
11	JEFFERSON PARK	49	ROSELAND
12	FOREST GLEN	50	PULLMAN
13	NORTH PARK	51	SOUTH DEERING
14	ALBANY PARK	52	EAST SIDE
15	PORTAGE PARK	53	WEST PULLMAN
16	IRVING PARK	54	RIVERDALE
17	DUNNING	55	HEGEWISCH
18	MONTCLARE	56	GARFIELD RIDGE
19	BELMONT CRAGIN	57	ARCHER HEIGHTS
20	HERMOSA	58	BRIGHTON PARK
21	AVONDALE	59	MC KINLEY PARK
22	LOGAN SQUARE	60	BRIDGEPORT
23	HUMBOLDT PARK	61	NEW CITY
24	WEST TOWN	62	WEST ELSDON
25	AUSTIN	63	GAGE PARK
26	WEST GARFIELD PARK	64	CLEARING
27	EAST GARFIELD PARK	65	WEST LAWN
28	NEAR WEST SIDE	66	CHICAGO LAWN
29	NORTH LAWNDALE	67	WEST ENGLEWOOD
30	SOUTH LAWNDALE	68	ENGLEWOOD
31	LOWER WEST SIDE	69	GREATER GRAND CROSSING
32	LOOP	70	ASHBURN
33	NEAR SOUTH SIDE	71	AUBURN GRESHAM
34	ARMOUR SQUARE	72	BEVERLY
35	DOUGLAS	73	WASHINGTON HEIGHTS
36	OAKLAND	74	MOUNT GREENWOOD
37	FULLER PARK	75	MORGAN PARK
38	GRAND BOULEVARD	76	ANNEXATIONS NOT ASSIGNED TO COMMUNITY AREAS, 1950-1958

Project Affiliations

Major points of contact which the project has made with community agencies have been MACE, the Mexican American Council for Education, and ALAS, Alianzo Latino Americano para el Adelanto Social. MACE is made up of a cross section of the community and teachers in the community. One of the requirements for membership is Mexican American ancestry. ALAS, headed by Juan Morales, has been a highly influential community organization, concerned with improvement of life in its community. ALAS has assisted in the provision of personnel, and the conduct of the research on this project and the community survey. A recent collaborative project with the University has been Operation Highsight, reported as follows in the U of I Chicagoan, July, 1971.

'Operation Highsight' Launched

A three-pronged community program designed to attack causes of a 70 per cent dropout rate for Chicago's Latin students has been developed through the Teacher Corps Project at UICC.

Coordinator of "Operation Highsight" is Juan Morales, now a member of the staff in the UICC College of Education and long-time volunteer worker in the Mexican-American community near the campus. He and other community leaders approached the University with the idea for the program.

The pilot program will deal with about 200 students in the Froebel branch of Harrison High School, Cooper Upper Grade School, and Jirka, Komensky, Jungman, Welsh, and Plamondon elementary schools.

Although these schools have a high concentration of Mexican-American students, Operation Highsight is a "community program that will deal with whatever ethnic groups there are in the schools," Morales explained.

Goals are to:

- Raise aspirations of Latin and other youths through a careers orientation project. Children will be exposed to career opportunities by volunteedrs who have succeeded in different professional and skilled areas. Dropouts will be reached through an existing neighborhood program, "Escuela del Barrio."
- Remedy deficiencies in the basic technical skills of reading, writing, and arithmetic through a cross-age tutoring project. Students from UICC and other area colleges and universities will tutor high school students; high school students will tutor those at Cooper Upper Grade and the elementary schools.
- Involve families in both of the above projects to bridge the gap between parents and the school system. Some of the tutoring will be done with whole families, particularly in the learning of English as a second language.

"About 1,400 students in the District 19 schools received questionnaires. Based upon answers we get, we will select our sample of potential dropouts, underachievers, achievers, and academically exceptional children," Morales explained.

He added that although the primary objective of the program is to vastly reduce the dropout rate, even achievers and the more academically successful still must believe "that a high school is valuable and there are wider career opportunities than he imagined."

Jesus Garcia, acting director of the Teacher Corps project at Chicago Circle, sees Operation Highsight as an important component for Teacher Corps.

"Most of those students enrolled at Chicago Circle through Teacher Corps—and working in District 19 schools—were drawn directly from the Chicago Mexican-American community. We hope after graduation they will continue working in their neighborhood schools," he explained.

And, with this "grass roots" involvement, Morales hopes that the "more successful student will remain to strengthen the whole community."

Operation Highsight organization work will continue through August, funded through a $17,000 grant from UICC's Teacher Corps. An additional $35,000 is expected to cover costs for implementation of the program from September to August, 1972.

IGHSIGHT: A BEGINNING

Latin School Dropout Rate Under Assault

Where do you begin in trying to make dent in the 70 percent school dropout te for Chicago's Mexican-American uths?

"You begin by tutoring grade school ildren in a program such as ours," said uben Oyola, director of the Youth toring Youth Program. The program is integral part of Operation Highsight in e Teacher Corps project for the Chicago rcle campus.

OYOLA EXPLAINED that 26 Latin uths, ages 16 to 19, currently are toring 90 third- to fifth-grade pupils in ading, mathematics, spelling, arts and afts. The tutors belong to the Neighborood Youth Corps and are paid through e South Halsted Urban Progress Center.

Success of the program in measured Oyola and Juan Morales, director of peration Highsight, by the interest of ildren in seeking help. "They get 10 ours of tutoring weekly in churches, encies, and neighborhood community nters. Many of them rush there right om school, although sessions aren't supsed to begin until 5:30 p.m.," Oyola oted.

"One group, which has three evening sessions, has asked for at least four sessions weekly and even shows up on Saturdays at training sessions for tutors," Oyola added.

He feels success of the program is largely the result of the dedication of tutors and the fact that each learning experience is dealt with as a game. "Pupils have fun while learning here, but in school they are 'taught' and for many that's not enjoyable," Oyola explained.

Teachers in District 19 schools are important to the program. "First of all, they select those children they feel need the most help. Secondly, many have said they have learned new ways to deal with youngsters," he added.

MORALES, WHO RECENTLY was elected by the Latin American Caucus in Washington, D.C., as one of its three field representatives to Teacher Corps, said that national corps directors have labeled Operation Highsight and the College of Education's entire corps project as outstanding.

As a member of the college staff, he gives it considerable feedback from the Latin community to keep the local Teacher Corps project "alive and well."

"I'm certain that if the national Teacher Corps office has any money at all available next year, we will get the amount we need to expand the program," Morales said. Expansion means at least 100 tutors and 300 to 400 pupils.

Morales and Oyola aren't missing any bets for making that dent in Chicago's Latin dropout rate.

Operation Highsight helped fund a community mural project that acquainted youths with art and with prominent Mexicans having "success stories" of their own. Murals are on walls of buildings at 1331 S. Racine Avenue, Laflin and 21st Streets, and 13th and Blue Island.

"Also, we are working with families of pupils, getting them involved in helping their children and the schools," Morales said.

"We even work on the tutors: any tutor who drops out of school is automatically dropped from the program," Oyola added.

Virginia Reyes Kramer, administrative assistant in the Teacher Corps Project, and George Monroe, associate professor of ucation and University liaison with the project, look at one of the murals partially funded through the project's Operation ighsight.

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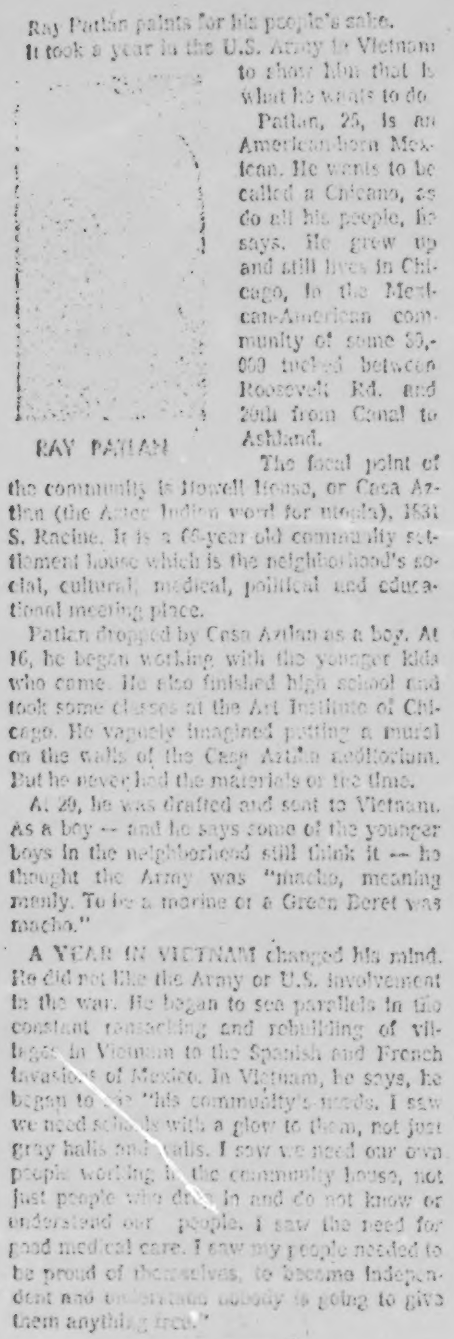
The community has many interesting outcroppings of its cultural heritage. The Zapata barbershop with its red, green, and white barber pole displays the exploits of Pancho Villa in its window. Colorful murals are painted on many buildings. One local artist was applauded in a recent issue of the Chicago Daily News in an article by Peggy Constantine:



Ray Patlan paints for his people's sake.

It took a year in the U.S. Army in Vietnam to show him that is what he wants to do.

RAY PATLAN

Patlan, 25, is an American-born Mexican. He wants to be called a Chicano, as do all his people, he says. He grew up and still lives in Chicago, in the Mexican-American community of some 50,000 tucked between Roosevelt Rd. and 26th from Canal to Ashland.

The focal point of the community is Howell House, or Casa Aztlan (the Aztec Indian word for utopia), 1831 S. Racine. It is a 66-year-old community settlement house which is the neighborhood's social, cultural, medical, political and educational meeting place.

Patlan dropped by Casa Aztlan as a boy. At 16, he began working with the younger kids who came. He also finished high school and took some classes at the Art Institute of Chicago. He vaguely imagined putting a mural on the walls of the Casa Aztlan auditorium. But he never had the materials or the time.

At 20, he was drafted and sent to Vietnam. As a boy — and he says some of the younger boys in the neighborhood still think it — he thought the Army was "macho, meaning manly. To be a marine or a Green Beret was macho."

A YEAR IN VIETNAM changed his mind. He did not like the Army or U.S. involvement in the war. He began to see parallels in the constant ransacking and rebuilding of villages in Vietnam to the Spanish and French invasions of Mexico. In Vietnam, he says, he began to see "his community's needs. I saw we need schools with a glow to them, not just gray halls and walls. I saw we need our own people working in the community house, not just people who drop in and do not know or understand our people. I saw the need for good medical care. I saw my people needed to be proud of themselves, to become independent and understand nobody is going to give them anything free."

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Yet ominous grafitti also spell out a troubled side of the community -- gangs have their impact here as much as anywhere in the city. There are killings and beatings, and the schools are not immune from this influence. One of the walls on Loomis spelled it out -- "Mess with a Puerto Rican and live a very short life."

Community Input

The community achieved its input into the project through a community advisory council. Members of the advisory council were: Adrian Alenjandro, Phillip Ayala, Florencia Castillo, Isabel Hernandez, Pablo Holguin, Inez Loredl, Ramon Merlos, George Monroe, Juan Morales, Alice Pease, Walter Philditch, Alfredo De Los Reyes, Samella Rice, Albert Vasques, Aurther Vasques in the photograph. It may be noted that a coalition between Anglo-university-public school persons could block any proposal from the Latin membership. Since the advisory council is only one of four governing bodies of the project, it seems that this representation of the Latin community may be insufficient. This feeling of lack of power on the part of the community has an additional source, which is related to the general lack of political organization of the community, and splintering of the organization that does exist. Details of this situation may be found in the Chicago Sun-Times Series, especially the issue of Wednesday, September 15, 1971.[5] The particulars include geographic separation of Latin areas in the city, fragmentation into sub-cultures -- Puerto Rican, Mexican, and Cuban -- and the influence of the effective Anglo-controlled Democratic organization. This feeling of a lack of power was expressed in a paper by one of the advisory council members (McCoy, 1972)[6], written in response to a paper by a former project director (Monroe, 1972).[7]

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[5] Watson, J. and Wheeler, [illegible]. "A Beginning In Drive for Better Life," Chicago Sun Times, September 15, 1971, p. 5.

[6] McCoy, C. J. "The Community Perspective on Community Involvement," Cooperative Teacher Corps Program, University of Illinois/Chicago Circle, Mimeographed, 1972, 26 pp.

[7] Monroe, G. "Development of Community Participation in Educational Reform: A Case Study," Cooperative Teacher Corps Program, University of Illinois/Chicago Circle, Mimeographed, 1972, 23 pp.

The reaction of the community to this frustration sometimes led to apathy or at times to resistance. A primary example of resistance occurred when University Liasion, Mr. Monroe, made recommendations for a director of the program to succeed Mr. Garcia. In this instance, the community wishes prevailed. However, for some time after this "revolt", the community component was less active than previously. Subsequently, the activity of the community council increased especially in connection with recruitment and selection of interns and team leaders for the seventh cycle.

The Community Survey

During the summer of 1971, parents and other adults in the community were interviewed by a team of interviewers from the community. They used a partially structured interview schedule which is shown along with the data collected in Figure 1.

The interview schedule was developed from a questionnaire previously used in another school system, and modified by both the Teacher Corps staff and persons from the community. Following satisfaction with the instrument, it was translated into Spanish, and then reverse translated into English to make certain that the questions had the same meaning in both languages.

The interviewers were selected from the community by Juan Morales, Director of Operation Highsight. They were four housewives who were interested in the schools. They were all bilingual. Four training sessions were conducted for the interviewers. The training sessions were conducted by the project evaluator and by an assistant who had previously worked with the Harris Polls. First the trainers demonstrated by interviewing each other. Subsequently, trios were formed consisting of a pair of the interviewers and one of the trainers. The interviewers interviewed each other in each of the language versions of the questionnaire. The observers commented on the interviews. Then the interviewers were asked to interview a close friend or family member. At the next session, problems were discussed, and then the interviewers were asked to do one or two interviews in the community. The final session was a discussion of problems encountered during the first few practice interviews.

The interviewers then proceeded to canvass the neighborhoods adjacent to the Teacher Corps schools. They carried with them a letter of introduction from Juan Morales. This letter explained the purpose of the survey, and also gave Juan's phone number in case anyone wanted to contact him about the legitimacy of the survey. Interviewees were paid three dollars for the interviews. This was a means of expressing the seriousness of purpose of the survey, rather than as compensation for time, since some of the interviews took over two hours to complete. The interview was conducted in whichever language the interviewee preferred. Over 150 interviews were obtained. During the first year's interviewing, there were only three refusals to be interviewed, and the interviewers reported that almost all of the persons interviewed were gracious, cooperative, and helpful.

TABULATION
HOUSEHOLD QUESTIONNAIRE 1972

RESPONDENT'S NO. Do not fill in these blanks; for office use only.

Address ______________________ Phone __________

Teacher Corps class?

	A	B	C
1. yes	53.3%	44.4%	%
2. no	46.7%	55.6%	100.0%

	1st	2nd	3rd
Contact Hour of Day			
Day of Week			

Results*

* Indicate the results of each contact by means of the following code:

1. No one home
2. Refused
3. Participated
4. Vacant House
5. Not a dwelling
6. Other (Please explain: ______________________)

CODE

A = Anglo with children

B = Spanish-speaking with children

C = No children in school

Do you have children in school?

1. yes
2. no

Which schools? ______________________

1. How long have you lived in Chicago? ______________

NOTE TO THE INTERVIEWER; Circle the number of the category which includes the respondent's answer.

	A	B	C
1. Less than a year	23.3%	21.1%	
2. 1 to 3 years	3.3%	7.8%	9.3%
3. 4 to 10 years	20.0%	27.8%	27.9%
4. More than 10 years	53.3%	43.3%	62.8%

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2. During this time you may have learned a number of things about the public schools. All things considered, what kind of job would you say that the Chicago Public Schools are doing?

	A	B	C
1. Outstanding			4.7%
2. Above Average	6.7%	17.8%	4.7%
3. Average	60.0%	48.9%	46.5%
4. Below average	16.7%	13.3%	23.3%
5. Poor	16.7%	20.0%	20.9%

3. There are many different ways of finding out how good a job the schools are doing. What would you say is your one best way of finding out how good a job the Chicago Public Schools are doing?

	A	B	C
1. Radio	6.7%	7.8%	4.7%
2. TV		7.8%	11.6%
3. Newspapers		6.7%	11.6%
4. Children in school	45.0%	25.6%	20.9%
5. Friends, relatives, and neighbors	6.7%	2.2%	2.3%
6. Information from the schools	16.7%	38.9%	23.3%
7. Other	30.0%	11.1%	25.6%

Let's talk about the people from the Chicago Public Schools whom you may have talked to in the past month or two.

4. Since January first of this year, have you for any reason talked with a teacher who works in the Chicago Public Schools?

	A	B	C
1. No	6.7%	27.8%	67.4%
2. Yes, once	23.3%	12.2%	9.3%
3. Twice	10.0%	14.4%	7.0%
4. Three times	6.7%	16.7%	7.0%
5. Four times or more	53.3%	28.9%	9.3%

5. Going back to September first of this year, have you for any reason talked with a custodian or cafeteria worker who works for the Chicago Public Schools?

	A	B	C
1. No	76.7%	85.6%	88.4%
2. Yes, once	3.3%	3.3%	4.7%
3. Twice	3.3%	2.2%	2.3%
4. Three times	3.3%	1.1%	
5. Four times or more	13.3%	7.8%	4.7%

6. Going back to September first of this year, have you for any reason talked with a school principal who works in the Chicago Public Schools?

	A	B	C
1. No	46.7%	56.7%	88.4%
2. Yes, once	10.0%	12.2%	9.3%
3. Twice	6.7%	6.7%	
4. Three times		6.7%	
5. Four times or more	36.7%	17.8%	2.3%

7. Since September first of this year, have you for any reason ever talked with a clerk who works in the Chicago Public Schools?

	A	B	C
1. No	46.7%	51.1%	86.0%
2. Yes, once	13.3%	12.2%	7.0%
3. Twice	13.3%	15.6%	2.3%
4. Three times	6.7%	2.2%	
5. Four times or more	20.0%	18.9%	4.7%

8. Going back to September first of this year, have you for any reason ever talked with an adjustment teacher or counselor who works in the Chicago Public Schools?

	A	B	C
1. No	70.0%	90.0%	90.7%
2. Yes, once	16.7%		7.0%
3. Twice	3.3%	1.1%	
4. Three times		1.1%	
5. Four or more times	10.0%	7.8%	2.3%

Now we would like to have your opinions about a few things.

9. Do you feel that spending more money on the Public Schools will influence what happens to the future of the city?

	A	B	C
1. Definitely will	23.3%	23.3%	25.6%
2. Probably will	50.0%	52.2%	39.5%
3. Probably will not	16.7%	14.4%	18.6%
4. Definitely will not	10.0%	10.0%	16.3%

10. In general, do you feel that enough money is being spent to educate children in the Public Schools?

	A	B	C
1. Definitely enough being spent	16.7%	6.7%	9.3%
2. Probably enough being spent	10.0%	17.8%	11.6%
3. Probably not enough being spent	43.3%	47.8%	37.2%
4. Definitely not enough being spent	30.0%	27.8%	41.9%

Question 11 asked how the respondents would spend money for the schools if they could decide how an additional amount of money should be spent. They were asked to list the following items in order of importance. The figure at the right shows the three groups (A, B, and C), the mean response for each item, and the rank of each item in each of the three groups.

	A		B		C	
	mean	rank	mean	rank	mean	rank
Hire more supervisors to work with teachers	3.533	4	3.844	3	4.000	4
Lower the numbers of pupils in classes	6.433	10	6.178	10	6.256	10
Spend more money on such subjects as typing, shorthand, electrical shop, and auto mechanics	4.800	8	4.033	4	4.535	7
Spend more money on such subjects as foreign language, chemistry, physics, plane geometry, and English Literature	3.033	2	4.267	6	4.047	5
Buy more books, materials, and supplies for students to use in their classes	5.200	9	5.656	9	5.116	8
Pay more money to teachers	2.533	1	2.856	2	3.163	2
Spend more money of the development of programs about Spanish-speaking culture	4.767	7	5.189	7	4.279	6
Spend more money on programs for adults	3.033	2	2.578	1	2.767	1
Spend more money on teaching reading in Spanish	3.867	5	4.111	5	3.209	3
Spend more money training and hiring teachers from this community to teach in the schools here	4.700	6	5.400	8	5.581	9

12. For the last couple of summers the Public Schools have run a Headstart or summer pre-school program for children whose families make less than $3,000 per year. How do you feel about this program?

	A	B	C
1. Strongly approve	76.7%	90.0%	90.0%
2. Mildly approve	23.3%	6.7%	7.0%
3. Mildly disapprove		1.1%	
4. Strongly disapprove		2.2%	2.3%

13. Recently a program has been developed with the University of Illinois for recruiting teachers from this community, and to train them to become teachers in the community. Have you heard about this program?

	A	B	C
1. yes	26.7%	22.2%	20.9%
2. no	73.3%	77.8%	79.1%

14. What kinds of things have you heard about the program?

____

____

____(Write here)

15. Do you know the name of this program?

	A	B	C
1. If a correct name is given	13.3%	4.4%	4.7%
2. If some other program is named	86.7%	95.6%	95.3%

If the person has not heard of the program, or does not know its name, give them the name of the program. Also questions he may have about the program. Then ask the following question:

16. What do you think about this program?

	A	B	C
1. Enthusiastic response	43.3%	68.9%	62.8%
2. Favorable response	56.7%	27.8%	27.9%
3. Neutral response		1.1%	4.7%
4. Unfavorable response		2.2%	4.7%
5. Hostile response			
6. Other (Write here) ____________________			

____

Now we would be interested in hearing your opinions on the following things.

17. Do you feel that the quality of education is about the same in all children in the city?

	A	B	C
1. Definitely is		6.7%	18.6%
2. Probably is	13.3%	21.1%	9.3%
3. Probably is not	36.7%	25.6%	20.9%
4. Definitely is not	50.0%	46.7%	51.2%

18. For all the children who are not going to college, would you say that the Public Schools in your area are doing a good job of getting these students ready to make a living?

	A	B	C
1. Definitely are	3.3%	5.6%	11.6%
2. Probably are	30.0%	26.7%	18.6%
3. Probably are not	20.0%	30.0%	18.6%
4. Definitely are not	46.7%	37.8%	51.2%

19. For the children who are going to college, would you say that the Schools in your area are doing a good job of getting these students ready for college?

	A	B	C
1. Definitely are	10.0%	8.9%	16.3%
2. Probably are	33.3%	33.3%	34.9%
3. Probably are not	33.3%	38.9%	20.9%
4. Definitely are not	23.3%	18.9%	27.9%

20. Some people feel that it is very important for their children's teachers to be members of their own community. Other people feel that it is not important. If you had a child in elementary school, how important would it be to you for your child to be taught by an involved member of your community?

	A	B	C
1. Very important	36.7%	54.4%	51.2%
2. Fairly important	16.7%	15.6%	2.3%
3. Not especially important	36.7%	17.8%	20.9%
4. Not important at all	10.0%	12.2%	25.6%

21. Some people feel that it is very important for their children's teachers to be members of their own ethnic group. Other people feel that it is not important. If you had a child in elementary school, how important would it be to you for your child to be taught by a member of your ethnic group?

	A	B	C
1. Very important	13.3%	47.8%	20.9%
2. Fairly important	23.3%	8.9%	9.3%
3. Not especially important	43.3%	25.6%	30.2%
4. Not important at all	20.0%	17.8%	39.5%

22. Some people feel that it is important for the principal of their children's school to be a member of their own community. Other people feel that it is not too important. If you had a child in elementary school, how important would it be to you for the principal to be a member of your community?

	A	B	C
1. Very important	30.0%	33.3%	23.3%
2. Fairly important	10.0%	17.8%	4.7%
3. Not especially important	36.7%	27.8%	30.2%
4. Not important at all	23.3%	21.1%	41.9%

23. Some people feel that it is important for the principal of their children's school to be a member of their own ethnic group. Other people feel that it is not too important. If you had a child in elementary school, how important would it be to you for the principal of your child's school to be a member of your own ethnic group?

	A	B	C
1. Very important	13.3%	33.3%	16.3%
2. Fairly important	10.0%	8.9%	11.6%
3. Not especially important	50.0%	35.6%	25.6%
4. Not importnat at all	26.7%	22.2%	46.5%

24. If children from different races went to school together, do you feel that this would lead to better racial relationships in the long run?

	A	B	C
1. Definitely would	33.3%	26.7%	55.8%
2. Probably would	33.3%	43.3%	37.2%
3. Probably would not	30.0%	23.3%	7.0%
4. Definitely would not	3.3%	6.7%	

25. What are some ways in which the school can serve you better than it does now?

26. Do you have any children?

If NO, circle the number 1 and go on to question 42.

If YES, ask 27.

27. Do you have any children who are now in the Public Schools, parochial schools, or both?

If one of these applies, circle either 2, 3, or 4 and follow the instructions in the box after the question.

2. Public Schools

   Go to question 29.

3. Parochial schools

   Go to question 42.

4. Both Public and parochial schools

   Go to question 29.

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If the respondent answers that he has no children in school now, then ask 28.

28. Are your children too young to be in school, or, were they at one time in the public schools, parochial schools, or both public and parochial schools.

5. Public schools
6. Parochial schools
7. Both public and parochial schools
8. Too young to be in school

or any of these responses, go to question 42.

As a reminder to the interviewer: Ask question 29 only if the respondent has at least one child in the public schools now. If the respondent does not have at least one child in the public schools now, then skip to question 42.

29. How many children do you now have in the public school?

	A	B	C
1. One	30.0%	17.8%	
2. Two	20.0%	21.1%	
3. Three	10.0%	24.4%	
4. Four	10.0%	13.3%	
5. Five or more	30.0%	23.3%	

30. How well satisfied are you with the kind of information you get from the schools about how well your children are doing?

	A	B	C
1. Very well satisfied	6.7%	18.9%	
2. Satisfied	56.7%	54.4%	
3. Not too satisfied	23.3%	18.9%	
4. Not satisfied at all	13.3%	7.8%	

We would like for you to think now about the youngest child you have in the public schools. Please answer the next few questions with this child in mind.

A B C

31. Since September first of this year, about how many times have you talked with your child's principal?

	A	B	C
1. None	46.7%	54.4%	
2. Once	13.3%	11.1%	
3. Twice	10.0%	11.1%	
4. Three times		4.4%	
5. Four or more times	30.0%	18.9%	

32. Since September first of this year, about how many times have you talked with your child's teachers?

	A	B	C
1. None	23.3%	25.6%	
2. Once	10.0%	16.7	
3. Twice	23.3%	16.7%	
4. Three times	3.3%	8.9%	
5. Four times or more	40.0%	32.2%	

33. On the whole, what kind of job are teachers doing with your child?

	A	B	C
1. Outstanding	6.7%	11.1%	
2. Above average	13.3%	17.8%	
3. Average	70.0%	54.4%	
4. Below average	6.7%	8.9%	
5. Poor	3.3%	7.8%	

34. All things considered, do you think that your child's teachers are really qualified to help your children?

	A	B	C
1. Definitely are	13.3%	16.7%	
2. Probably are	73.3%	67.8%	
3. Probably are not	3.3%	12.2%	
4. Definitely are not	10.0%	3.3%	

35. In general, do you feel that the teachers really care whether your child learns?

	A	B	C
1. Definitely care	20.0%	26.7%	
2. Probably care	53.3%	46.7%	
3. Probably do not care	20.0%	17.8%	
4. Definitely do not care	6.7%	8.9%	

36. In general, do you feel that your child's teachers are able to get along with students?

	A	B	C
1. Definitely are	16.7%	22.2%	
2. Probably are	70.0%	67.8%	
3. Probably are not	10.0%	7.8%	
4. Definitely are not	3.3%	2.2%	

37. On the whole, what kind of a job do you think that the principal of your child's school is doing?

	A	B	C
1. Outstanding	3.3%	4.4%	
2. Above average	10.0%	16.7%	
3. Average	63.3%	66.7%	
4. Below average	16.7%	4.4%	
5. Poor	6.7%	7.8%	

38. If you felt that a child of yours were being treated unfairly by a teacher, how likely is it that you would talk with the principal about the matter?

	A	B	C
1. Definitely would	83.3%	95.6%	
2. Probably would	10.0%	3.3%	
3. Probably would not	3.3%	1.1%	
4. Definitely would not	3.3%		

39. Suppose that you felt that a child of yours was being treated unfairly by a teacher. How likely is it that the principal would try to help you if you went to him?

	A	B	C
1. Definitely would	30.0%	42.2%	
2. Probably would	53.3%	47.8%	
3. Probably would not	10.0%	6.7%	
4. Definitely would not	6.7%	3.3%	

40. Suppose that you felt that a child of yours were being treated unfairly by a teacher. How likely is it that the principal could help if he tried?

		A	B	C
1.	Definitely could help	33.3%	38.9%	
2.	Probably could help	53.3%	46.7%	
3.	Probably could not help	10.0%	10.0%	
4.	Definitely could not help	3.3%	4.4%	

40a. If your child did something bad in school, what would happen to him?

____

____

____

____

40b. Tell me something about school which pleased you.

____

____

____

____

40c. Tell me something about school which bothered you.

____

____

____

____

41. A main purpose of the Parent's Council is to serve as a bridge between the home and the school. How well do you think the Parent's Council meets this purpose in your child's school?

		A	B	C
1.	Very well	13.3%	12.2%	
2.	Fairly well	67.7%	71.1%	
3.	Not too well	13.3%	10.0%	
4	Not well at all	6.7%	6.7%	

41a. A main purpose of the PTA is to serve as a bridge between the home and the school. How well do you think the PTA meets this purpose in your child's school?

		A	B	C
1.	Very well	3.3%	6.7%	
2.	Fairly well	53.3%	64.4%	
3.	Not too well	26.7%	23.3%	
4.	Not well at all	16.7%	5.6%	

42. Note to the interviewer: Circle the number of the category which includes the respondent's most likely age group.

	A	B	C
1. under 21		1.1%	4.7%
2. 21-29	23.3%	20.0%	32.6%
3. 30-39	46.7%	46.7%	20.9%
4. 40-49	23.3%	27.8%	27.9%
5. 50-59	6.7%	4.4%	9.3%
6. 60 and over			4.7%

43. How many persons live in this household?

	A	B	C
1. One			4.7%
2. Two	3.3%	1.1%	11.6%
3. Three	10.0%	6.7%	30.2%
4. Four	16.7%	12.2%	20.9%
5. Five	16.7%	14.4%	20.9%
6. Six	13.3%	20.0%	9.3%
7. Seven or more	40.0%	45.6%	2.3%

44. Has anything happened in the last year to change your opinion about the public schools?

	A	B	C
1. Yes (Specify ______________________________)	23.3%	12.2%	23.3%
2. No	76.7%	87.8%	76.7%

45. During the past year, have you talked with anyone from the Teacher Corps? Who was it?

	A	B	C
1. Yes (Specify ______________________________)	23.3%	12.2%	7.0%
2. No	76.7%	87.8%	93.0%

46. If yes, how many times?

	A	B	C
0. None	76.7%	91.1%	93.0%
1. Once		3.3%	
2. Twice	6.7%		2.3%
3. Three times	3.3%	1.1%	
4. Four times	3.3%	1.1%	
5. Five times	3.3%	1.1%	
6. Six times			
7. Seven times			
8. Eight times			
9. Nine or more times	6.7%	2.2%	4.7%

47. Have you noticed any changes in the schools as a result of the Teacher Corps program?

	A	B	C
1. Yes (Specify ______________________________)	3.3%	10.0%	2.3%
2. No	96.7%	90.0%	97.7%

48. Have you had an opportuntiy during the last year to change the programs in the schools?

	A	B	C
1. Yes (Specify ______________________________)	30.0%	12.2%	
2. No	70.0%	87.8%	100.0%

49. Have you attended any Teacher Corps meetings?

	A	B	C
1. Yes		1.1%	2.3%
2. No	100.0%	98.9%	97.7%

If the respondent's answer is NO, skip to question 52.

50. How many Teacher Corps meetings have you attended?

	A	B	C
0. None	100.0%	98.9%	97.7%
1. One		1.1%	2.3%
2. Two			
3. Three			
4. Four			
5. Five			
6. Six			
7. Seven			
8. Eight			
9. Nine or more			

51. What kind of meetings did you attend?

Specify ______________________________

52. Have you participated in any Teacher Corps activities?

	A	B	C
1. Yes (Specify ______________________________)	10.0%	1.1%	4.7%
2. No	90.0%	98.9%	95.3%

53. How many Teacher Corps activities have you participated in?

	A	B	C
0. None	93.3%	98.9%	95.3%
1. One			2.3%
2. Two			
3. Three			
4. Four			
5. Five			
6. Six			
7. Seven			
8. Eight			
9. Nine or more		1.1%	2.3%

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54. Do you feel that you have been sufficiently involved in or had a sufficient voice in the Teacher Corps program?

	A	B	C
1. Definitely have			
2. Probably have			2.3%
3. Probably have not		6.7%	7.0%
4. Definitely have not	100.0%	93.3%	90.7%

55. Do you feel that you have been sufficiently involved in or had a sufficient voice in the Teacher Corps planning?

	A	B	C
1. Definitely have		1.1%	
2. Probably have			2.3%
3. Probably have not		4.4%	4.7%
4. Definitely have not	100.0%	94.4%	93.0%

56. Would you like more information about the Teacher Corps?

	A	B	C
1. Yes	100.0%	88.9%	90.7%
2. No		11.1%	9.3%

57. Would you like any more information about any other community services or organizations?

	A	B	C
1. Yes Which ones? ________	63.3%	77.8%	55.8%
2. No	36.7%	22.2%	44.2%

XX. School children attended:

	A	B	C
1. Jirka	10.0%	12.2%	
2. Walsh	3.3%	5.6%	
3. Plamondon	20.0%	15.6%	
4. Lomensky	23.3%	27.8%	
5. Cooper Upper	30.0%	15.6%	
6. Jungman	6.7%	20.0%	
7. Other	6.7%	3.3%	
8. Out of range			

XXX. Teacher Corps School?

	A	B	C
1. Teacher Corps	93.3%	96.7%	
2. Other	6.7%	3.3%	
3. Out of range			

The Schools

The six schools selected for participation in the Teacher Corps program will be referred to by the letters A through F in subsequent reference. Much of the data, however, will refer to five of the schools. The principal of School B was not as supportive of the evaluation as were the others and at times data were difficult to collect from that school. The cooperation of all of the other schools, as well as the cooperation from the district superintendent's office was excellent.

Five of the schools were elementary schools. The sixth was an upper grade center. The upper grade center was a relatively new building, while the other five schools were all built in the early nineteen hundreds. Five of the principals responded to a questionnaire which asked for information about themselves. Three of the principals responding were female, two were male. Three were married, two were single. They reported the following distribution of ages:

When were you born?

0)		1901-1905
1)		1906-1910
2)	1	1911-1915
3)	1	1916-1920
4)	1	1921-1925
5)	1	1926-1930
6)	1	1931-1935
7)		1936-1940
8)		1941-1945
9)		1946-1950

Four lived in the city, and one lived in a nearby suburban community. Four of them reported that their father's major lifetime occupation was professional or scientific. One's father was a skilled craftsman or foreman.

With respect to parental education and occupations, they reported:

4. What was your mother's major lifetime occupation (other than housewife)?

0) 1 teaching
1) _____ nursing
2) 1 secretarial
3) _____ sales
4) _____ industrial
5) 1 domestic
6) 1 other (Specify_____________________)
7) 1 none

5. What was your father's highest education attainment?

0) _____ no formal education
1) 1 some elementary school
2) _____ completed elementary school
3) _____ some high school
4) _____ graduated from high school
5) 1 some college
6) _____ graduated from college
7) 3 graduate or professional school

6. What was your mother's highest educational attainment?

0) _____ no formal education
1) 1 some elementary school
2) _____ completed elementary school
3) _____ some high school
4) 1 graduated from high school
5) 3 some college
6) _____ graduated from college
7) _____ graduate or professional school

Four of them had attended public elementary schools; one had attended parochial school. All five received most of their secondary education in public schools. One reported family income of parents as being in the high 25% of his community. The other four reported parental incomes in the second quarter. All five had spent a major part of their youth in a large city. All five had received their educations in private colleges and universities. Two of them earned none of their expenses while in college; one earned 10-25%; one earned 25-50%; and another earned 50-75% of his expenses. Four of them did their graduate work by means of full time study and one did part time graduate study. Two planned work toward a doctorate and two planned additional graduate study, but not toward a specific degree. All five had masters' degrees. All but one had in excess of fifteen years teaching experience. Three were relatively new principals with less than five years of experience.

In terms of the children in their schools, two rated the students average; two rated the students below average; and one rated them considerably below average.

Thus, we have a picture of the administrators in the schools as being rather typical, well educated, upper middle class, experienced educators. None of the principals was Latin American, although a number of teachers in the schools were. In addition, all of the schools had employed a number of auxiliary personnel from the community. Many special programs could be found in the schools, including some programs for teaching English as a second language. The principals occasionally complained about difficulties in getting the University to listen to them. However, they thought that the program did not control their activities to any extent. Some principals, early in the year, were concerned about who was responsible for the community aspect of the program, although this was solved late during the year when Mr. Juan Morales, an active community leader and President of ALAS (Alliance for Latin American Social Advancement) was appointed to carry out this function.

Although most principals believed that the program was a valuable source of personnel, and agreed with its basic premise about involving community persons in teacher training, there was some skepticism expressed about the quality of cognitive input which could come to the schools from any college of education. They were concerned about gang problems and really felt help was needed there. Gangs were not perceived as organized along racial lines. Although there were black students in the schools as well as a few oriental children, the main ethnic division perceived was Puerto Rican vs. Mexican vs. Anglo.

Teachers visited as a part of the evaluation displayed a range of cultural sensitivities. Some of the teachers were Mexican-American residents of the community who knew the children as friends and neighbors. Others, however, were remote from this background and a few were really removed from the situation. One illustration of the amount of cultural difference possible is represented by a lesson on breakfasts presented by an extremely young Anglo teacher. She began by asking the children what they had had for breakfast. She listed the foods according to good and bad. On the good list she had pancakes. On the bad list she placed tortillas.

Interviews with the principals were conducted in November and December, 1971, the first year of the program, and in January of the second year. Those interviews showed the following responses:

INTERVIEW GUIDE FOR BUILDING PRINCIPAL

5 Principals

1. How did you prepare yourself for the assignment of a National Teacher Corps team to your building?

RESPONSE	NUMBER
Worked with someone in the program	1
Worked with cooperating teacher	1
Worked with team leaders	1
It was planned for my area	2
Worked with intern for this kind of program before	1
Previous knowledge and experience with inner city and Mexican-Americans	1
Worked with CPUTE students	2
Attended meetings	2
Read the proposal	1

2A. Did you have an opportunity to prepare your faculty for the coming of the National Teacher Corps?

RESPONSE	NUMBER	PERCENT
Yes	4	80%
Not really	1	20%

2B. If so, how?

RESPONSE	NUMBER
Open House	1
Talent Show	1
Discussions	4

3. How do you see yourself relating to the Teacher Corps team leader?

RESPONSE	1971 PERCENT	1972 PERCENT
Great	20%	0%
Very Well	40%	40%
Good	20%	20%
Fair	20%	20%
Poorly	0%	20%
No response	0%	0%

4. What activities are assigned to the National Teacher Corps team members?

RESPONSE	1971 NUMBER	1972 NUMBER
	(of principals responding)	
Recess	2	2
Special Programs	3	3
Work relating to Mexican-Americans	3	3
Aiding Small Groups	1	1
Lunch	1	0
Lesson Plans	1	0
Bulletin Boards	1	0
Assemblies and Special Programs	3	3
Tutoring	1	1
Regular Teaching	0	4

5. How do you relate the activities of the Teacher Corps team to the activities of your regular staff? (Probes for acceptance-rejection)

RESPONSE	1971 NUMBER	1972 NUMBER
Acceptance	4	3
Rejection	0	1

6. What do you think will be the major contribution of the Teacher Corps team?

RESPONSE	1971 NUMBER	1972 NUMBER
Develop a positive mental attitude among students of Spanish descent	4	1
Bilingual/bicultural contribution	0	2
Increased achievement	0	1
More understanding teachers	0	1
Not optimistic	1	1

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7. Have you had any previous experience with special programs similar to the National Teacher Corps?

RESPONSE	NUMBER	PERCENT
Yes	2	40%
Answer Not Clear	2	40%
No	1	20%

TYPE OF EXPERIENCE	NUMBER
CPUTE	2
Social Work	1
Aides	1
Sensitivity Training	1

Certain differences were noticed among the schools. Of course, one obvious difference was that school E was an upper grade center. Schools A, D, and E were considered more as port of entry schools than the other three, and contained a higher percentage of students who did not speak English when they entered. Finally, there were definite differences in teaching styles among the schools. This observation will be made more specific in chapter five.

In January of 1972, principals were asked to evaluate the program in their own buildings. The results of that evaluation follow. It can be seen that the reactions are not entirely favorable, nor are the goal emphases uniform. Two principals stated that they would not want interns the following year, nor would they want additional teams assigned. Also, two principals stated that the interns would not be as well prepared as regular teachers to handle routine teaching duties.

TEACHER CORPS
January, 1972

NAME: Tabulation from Jungman, Cooper, Jirka, Komensky, Walsh and Plamondon

DATE: January 19, 1972

SCHOOL: ____________________

Please read each question carefully and CIRCLE the number corresponding to the ONE best answer. Circle only ONE answer for each question.

1. How would you rate the general competence of National Teacher Corps personnel assigned to your school?

1	very good	1
3	good	2
1	average	3
1	below average	4

(10)

2. How would you rate the work-load of National Teacher Corps personnel assigned to your school?

1	They have a heavy work-load in comparison to other teachers	1
1	They have an average work-load in comparison to other teachers	2
4	They have a light work-load in comparison to other teachers	3

(11)

3. How would you rate the quality of work performed by the National Teacher Corps personnel assigned to your building?

6

3	They are doing a good job	1
3	They are doing an average job	2
0	They are doing a poor job	3

(12)

4. How would you evaluate your relationships with other National Teacher Corps personnel assigned to your building?

2	My relationships with National Teacher Corps personnel are good----------------1
4	My relationships with National Teacher Corps personnel are average-------------2
0	My relationships with National Teacher Corps personnel are poor----------------3

(13)

5. Which do you think will be the major contribution of the National Teacher Corps program?

The program will:

2	Recruit more people willing to teach in schools serving poverty areas---------1
0	Provide extra help for regular teachers already employed in schools serving poverty areas---------------------------2
0	Introduce new teaching ideas and materials in schools serving poverty areas-----------------------------------3
1	Provide schools serving poverty areas with persons who have a special kind of training--------------------------------4

(14)

Comment: See following page for comments.

6. What do you think should be the major responsibility of National Teacher Corps personnel assigned to this building?

National Teacher Corps personnel:

1	Should help regular teachers by working with individual students who have problems (tutoring and/or counseling individuals or small groups of students)----------------------------1
1	Should teach regular classes of pupils------------------------------------2
1	Should visit homes of students and provide communications between the school and home--------------------------3

4	Should learn to be regular teachers (operate much in the manner of student teachers)--------------------4

(15)

Comment: a. The main end is for them to become effective teachers.

b. Should teach when they have the competency--otherwise their role should be one of a student teacher plus!

c. Final goal -- #4 -- others are secondary functions.

Question #5. Comments:

a. None of the above: Teacher Corps will provide many opportunities for bilingual and/or bicultural young people to become teachers.

b. None of the above: The National Teacher Corps program is providing adults with a college degree. Some will go into teaching, but not necessarily in poverty areas.

c. Teacher Corps personnel wish to remain in the poverty areas.

d. None appropriate.

7. How would you evaluate the attitude of the regular staff toward the National Teacher Corps personnel assigned to this school?

5	The regular staff has been friendly toward National Teacher Corps personnel---------------------------------1
0	The regular staff has been unfriendly toward National Teacher Corps personnel----------------------2
1*	The regular staff has been indifferent toward National Teacher Corps personnel----------------------3

(16)

* Due to the TC personnel's attitude, etc.

8. Do regular staff members know which activities are carried out by National Teacher Corps personnel?

1	Only those regular staff members who work closely with National Teacher Corps personnel know of the activities	1
2	Some regular staff members who do not work closely with National Teacher Corps personnel know of the activities	2
3	All regular staff members know about the activities being carried out by National Teacher Corps personnel	3

(17)

9. Would you like to see the National Teacher Corps personnel retained in this building for another year?

6	Yes	1
0	No	2

(18)

Comments: Yes!!, with changes along more structure.

10. After the team currently assigned to this building completes the two-year period, would you like to have additional teams assigned?

6	Yes	1
0	No	2

(19)

Comments: Yes!!, only if modification in program is made.

11. Whose actions will make the most difference in determining whether a National Teacher Corps team will be effective in this building?

2	The building principal's actions make the most difference------------1
3	The team leaders' (experienced teacher leading the team) actions make the most difference------------2
1	The teacher-interns' actions make the most difference----------------3
0	The local director (college professor responsible for all teams in the area) makes the most difference----------------------------4
1*	The actions of the regular staff make the most difference------------5

(20)

* especially cooperating teacher.

12. How would you evaluate the preparation of National Teacher Corps interns at the end of the two-year period?

3	They will be better prepared than regular teachers for work in schools in poverty areas------------1
1	They will be about as well-prepared as regular teachers for work in schools serving poverty areas------------------------------2
2	They will not be as well-prepared as regular teachers for work in schools serving poverty areas------------------------------3

(21)

13. Do you believe that National Teacher Corps personnel that are assigned to this building are providing services that are not provided by regular staff members?

4	**Yes----------------------------------1
2	No-----------------------------------2

(22)

** If you answered Yes, please indicate which services.

a. Home visits, recess supervision, individual tutoring, lunchroom aides, participation in community groups, working with discipline cases. Indeed, they have made themselves very valuable.

b. Individual help for students, closer relationship with university personnel, new ideas with the school being the laboratory, enrich the school because of added teaching staff and additional personnel.

c. Since they are all of Spanish-speaking background, and, for the most part are of Spanish-speaking areas, racial ancestry, they serve as models to our Spanish-speaking background pupils. These pupils see others like them have reached college, so they too aspire to academic excellence.

d. Bilingual/bicultural personnel provide small group work and cultural identification.

14. Let us suppose that the National Teachers Corps interns assigned to this building have completed the two-year period of training and experience. They have now taken positions as teachers in other schools serving poverty areas. Do you think they will have special qualifications which will enable them to help other teachers in the school improve their teaching performance?

3	Yes	1
2	No	2
1	Other: an individual matter what person originally came into.	

(23)

Comments:

Under Yes: a) if special tact is used
b) based on #13

15. Do you think that the National Teacher Corps program is an effective way to recruit persons into teaching?

3	Yes, it is an effective way to recruit persons into teaching in schools serving all kinds of areas	1
0	Yes, it is an effective way to recruit persons into teaching in schools serving middle-class areas	2

2	Yes, it is an effective way to recruit persons into teaching in schools serving poverty areas-----3
1	No, it is not an effective way of recruiting persons into teaching-----4

(24)

10. Comments:

a. The main unfinished task of the bilingual Teacher Corps at this point is the full development of their potential as teachers. We trust good doses of student teaching procedures will accomplish this in 1971-1972. W.P.

b. These young people, similar in background to the pupils of our Plamondon School, serve well in the school and in the community as means of building an academic approach to the pupils of our school.

c. The program as it is designed is not meeting the goals as set forth in the proposal, nor are the guidelines of the proposal being met. The program as implemented proved to be too flexible and the interns reached a plateau early in the program. D. Kellberg.

d. The school itself is the classroom which is a practical approach to teacher education and should make a beginning teacher experience more effective and therefore more valuable to the school system.

(05 in Cols 79-80)

The University

The undergraduate catalog of the University describes the third partner in the Teacher Corps project as follows:[8]

> The University of Illinois at Chicago Circle was activated on February 22, 1965, not as a new institution but as the successor to the Chicago Undergraduate Division, through which the University of Illinois for 19 years provided the first two years of college and preprofessional work for over 100,000 college-commuting students of the Chicago area.
>
> In the spring of 1946 the University knew that men and women from the Armed Services would inundate the Urbana-Champaign campus. It was impossible to construct additional facilities in time to meet the demand, and restricting enrollment was undesirable. Therefore, Navy Pier, already used as a school and adaptable to the needs of a freshman-sophomore program, was leased by the Board of Trustees, and the Chicago Undergraduate Division was organized. That fall, 3300 students, three-fourths of them veterans, were enrolled and attended classes of reasonable size taught by competent faculty in quarters at least minimally satisfactory. Without the Chicago Undergraduate Division there would have been no place for most of them to go.
>
> Although the percentage of veterans dropped slightly in 1947, enrollment rose above 4500, for as the wave of veterans moved through the freshman and sophomore years, their places were taken by their nonveteran brothers and sisters.
>
> As the years passed, the need for a four-year campus in Chicago was increasingly evident. In January, 1961, the Board of Trustees approved the granting of baccalaureate degrees by the Chicago Undergraduate Division as soon as an adequate campus was available. The site, where the Eisenhower, Ryan, and Kennedy Expressways converge, was selected in 1961, the Chicago Undergraduate Division became the University of Illinois at Chicago Circle, and the campus was occupied on February 22, 1965.
>
> Work for the baccalaureate is offered in the Colleges of Architecture and Art, Business Administration, Education, Engineering, Liberal Arts and Sciences, including secondary school programs in teacher education, and the School of Physical Education. The College of Education offers degrees in elementary education; secondary school programs in teacher education are offered within the College of Liberal Arts and Sciences.

Although initially committed to service to the City, the new institution was not accepted warmly by all. Newspaper articles from the 1961-65 period express the distress of various ethnic groups displaced by the construction of the new campus. Leadership by Chancellor Norman Parker in developing meaningful relationships with the local community has been effective. However, from time to time, the adequacy of current programs is questioned by student and faculty groups of diverse orientations. This questioning often serves a useful purpose. At times, however, it can be destructive. Although committed to urban progress and service, the University still is learning to work with their surrounding community. In this context, the Teacher Corps program is not entirely an act of altruism on the part of the University. It is also a means of developing new knowledge, not only for the improvement of education, but also for the improvement of collaborative skills on the part of the University.

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[8] UICC Undergraduate Catalog, 1970-1971

Many official documents of the University stress the importance of community service, work study programs, and the need for response to indigenous needs. The Teacher Corps concept fits these concerns of the University quite precisely. As an example of this kind of commitment, the Master Plan Phase III report of the University states:[9]

> The University of Illinois at Chicago Circle
>
> The second University Center, the University of Illinois at Chicago Circle, is supported as a comprehensive urban university, the mission for which it was designed. The University of Illinois at Chicago Circle should concentrate on the development of those programs critical to the urban area. The new college of urban sciences at that campus reflects the type of program which the Circle campus ought to undertake.
>
> The problem-oriented social sciences, those natural and physical sciences associated with urban problems, and the arts--these are the programs which the Circle campus ought to develop programmatically. Its location in the virtual heart

---

[9] University of Illinois, Master Plan Phase III. 1970. (mimeographed)

> of the City, in view of the massive commercial center and the massive inner-city neighborhoods presents the Circle campus with the unique opportunity to relate to both.

Another source of statements about this commitment is the Chicago Circle long range planning report.[10]

> *The "Urban Commitment" of the University of Illinois.* While all of higher education in the State of Illinois has some responsibility in the solution of urban problems, the University of Illinois, the major research and graduate component in the system, must assume responsibility for amassing a pool of talent of the highest professional preparation and experience. Emphasis at the University must be on *testing models* for delivering this expertise to agencies and individuals most in need of services....
>
> Nor is the urban university a different kind of university; it is rather a university that can most readily achieve excellence because it is planted in a soil rich enough to support excellence; it is a university situated for those very many students who want a piece of the action; and it is in the living presence of great examples of human need, of social political, and economic problems, and of the disastrous consequences of the failure of human concern to match scientific achievement. Chicago Circle's distinctive facilities and opportunities set it apart -- the facilities and opportunities that derive from metropolitan Chicago.....
>
> By virtue of its organizations, facilities, faculties, and clientele, the first and foremost function of a university is to replace ignorance with understanding. It does this at the undergraduate level by expanding the boundaries of knowledge. It does this for the community at large by providing expertise for government, industry, scientific institutes, and social services of many kinds. To achieve these varied but interrelated goals it requires a faculty that is distinguished, both as teachers and as scholars, and libraries, laboratories and all other facilities needed to support its personnel. Above all, in its teaching and research functions and in its capacity to resolve the practical problems of our society, the university must make its goal nothing short of excellence in all its programs....
>
> ... Should we realize our potential as a great university, we will be called upon by both government and the lay community

---

[10] University of Illinois at Chicago Circle, Long Range Planning Report, 1970-1981. December, 1969.

> to join them in solving our common problems. But if we have a role in assisting society to gain its ends, we also have moral as well as technical and scientific responsibilities to judge whether those ends are legitimate. It is the failure to make such judgements that provokes the waves of student indignation against what they see as moral escapism and social irrelevance. Whatever prophetic functions the university ultimately takes upon itself, its current and continuing obligation is to be the intellectual center where senior scholarship is conducted in the context of a community of scholars. Basic research and the quest of wisdom have never been either ivory-towered or irrelevant. New missions are essential, but they are attainable only in the context of basic scholarship. Hence, the mission of this campus cannot be fulfilled if it operates in a vacuum; it must cooperate closely in many areas with the governmental, industrial, economic, and social organizations of the region. Strong collaborative ties must also be established with the other universities in the system; Chicago Circle should supply the system with the functions of an experiment station located in the midst of a problem area.
>
> Related to these unique teaching and research functions is a distinctive service mission, primarily in the fields of professional education and service to the groups excluded from the opportunities and benefits available to the majority of Americans. Chicago Circle is ideally located to provide professional education relevant to contemporary urban and social problems. These areas include the training and in-service education of elementary, secondary, college, and university teachers, particularly those involved in teaching urban and suburban students. The training of teachers for the junior colleges of the area is especially important. The service mission also includes the education of professional workers in such fields as urban planning, public administration, public health, law enforcement, business management, industrial technology, public finance, social work, and systems of environmental engineering.

In this same volume, the College of Education has also contributed a section outlining its commitment.

> Role and Objectives. The projected plans for the next ten years call for a radical departure from traditional college of education programs. Our purpose is to explore in depth and breadth the significance of relevance of education in the urban environment. To this end, we are recommending a number of creative programs which promise to attract highly qualified persons to our College.

> The College has argued that the University of Illinois and the Chicago Circle campus must recognize the new and emerging interrelationships between the University and its surroundings. It is our view that the College of Education, because of its varied relationships with many departments of the University, is second, perhaps, only to the Graduate College in its dependence on other disciplines. To the extent that the College of Education also seeks and establishes relationships with individuals, groups, and agencies outside the University, it is probably first among University units in its combined intra- and extra-institutional relationships. It is for these reasons that the College of Education recognizes the need to study, identify, develop, demonstrate, and evaluate innovative programs in which the University becomes a participant, leader, and catalyst with other concerned groups on the furtherance of education.

> ...At this writing, it seems clear that we must develop new concepts of preservice and continuing education in industry, government, community service, and private and religious schools as well as in the public schools. We must now use our resources to provide the University, its students, the consumers of educational services, the state, and the nation with alternatives to traditionally-oriented programs that prepare public school teachers.

It is clear that the objectives of the Teacher Corps project are quite congruent with the asserted aims of the university and the department of education. However, within this University, as is true of all other universities, there is a great divergence of opinion over goals and means of achieving them. Faculty autonomy, a keystone of academic freedom, nevertheless makes difficult the reaching of consensus on projects requiring consolidation of University resources. During the first year, several strong attacks were made upon the program from within our faculty. One University faculty member was especially active in developing some community resistance to the program. Although this resistance was reduced by clearly dealing with facts and issues in an open way, it nevertheless consumed energy which could have been spent more productively on the task at hand.

Another radical Latin faculty member represented himself to some of the interns as their benefactor. Great conflict occurred when the University wisely did not renew this faculty member's contract. On the other hand, considerable conflict and bad feeling were generated among the interns when project administration called campus police to one of the intern meetings. This ill-timed act required considerable smoothing over with the community. (See Project Advisory Council minutes of July 27, 1971.)

One of the problems which the project suffered from was a high rate of turnover at the administrative level. One reason for this is the fact oft-reported in the literature -- that there is no clearly defined career line for the administration of "soft money" projects. Thus, such directorships are usually occupied as stepping stones along the way to "real" professional advancement. At least, such was the case of the first two directors, and it is most likely that the same fate will befall the third incumbent. This, of course, is good for the individual and for the larger society, but it is at times expensive to the continuity of the project.

Another difficulty was encountered when several faculty members engineered a protest against the program for a Master of Arts in Urban Education. This protest resulted in the temporary withdrawal of this proposal. This affected the Teacher Corps program because some of the team leaders were expecting to receive degrees under this program.

Nevertheless, this was a needless, time-consuming diversion. More difficult to deal with have been the occasional and sometimes irresponsible diversions initiated [illegible] a few individual faculty members. This is perhaps the most difficult problem which this project, or indeed, most collaborative projects in universities, have to deal with. This is an area where the line between academic freedom and responsible behavior within the shelter of the university environment has need of clearer definition.

The University in general has played a most supportive role in the program. There have been many hours devoted to the solution of problems which the program has raised -- problems of accreditation of hours earned abroad, requirements for admission and graduation, and a multitude of details. On other administrative policy, there is still a need to reconcile conventional practice with new needs.

Chapter 3

THE INTERNS

One of the fundamental premises governing selection of bilingual teachers from the community arose from the belief that teachers would be recruited who would have language facility and who would also be more aware of the way of life, the aspirations, and the concerns of the students they were teaching.

Leadership for recruitment came from Rudolph Salmeron, Jr., a member of the community who worked tirelessly contacting many possible sources of interns: the Organization of Latin American Students, churches, Alianzo Latino Americano para el Adelante Social (ALAS), the Junior Chamber of Commerce, news media, the local Spanish-speaking radio stations and television were contacted through general press releases. Application kits and descriptions of the program were sent to all persons who inquired about the program.

Volunteers from community organizations were then organized to study the applications and interview the applicants. The volunteers included principals of two of the schools, some teachers, and several interested lay people. Interviewers participated in sessions devoted to establishing criteria prior to the interviews. The criteria were:

Required: 1. 2 years of college completed. Exceptions considered.
2. Approval of selection panel.
3. Commitment to teaching.

Desirable: 4. Knowledge of Spanish.

5. Residence in Latin American community.

6. Bilingual background.

Interviewers were paid for their time. This screening committee eventually developed into the community advisory council. Once the applications were screened, candidates were interviewed by appointment. Interviewers worked in groups of three, made individual notes, discussed the notes and then submitted a written report. Three days were then spent in a final selection based on the written reports and those selected were sent letters of invitation. All selected accepted.

Criterion 1 allowed the consideration of exceptions. Several such exceptions were made. Although applicants were to have 90 hours of credit, about one third of them had significantly fewer than 90 hours, with one intern having only 45. Two of the interns had particular trouble having credits acknowledged, and were admitted only after considerable negotiation with the university on requirements. Difficulties were encountered with such problems as transfer of credits from foreign universities. Those who obtained teaching certificates from La Escuela Normal in Mexico were given no credit. The problem was resolved by the university by waiving the requirement for two years of college credit, and accepting the applicants with advanced standing. Teaching credits may still be a problem when these particular interns apply for teaching certificates. The typical intern came into the program with an average record of two years attendance at one of the city junior colleges.

As a result of the recruiting, 32 interns were selected. However, one dropped out very early in the program. Fifteen were Mexican-Americans, four were Anglos, two were Black, six were Mexican, and one was Panamonian. Sixteen were married and nineteen were females. Most of the interns were a pleasure to work with.

It was clear from the beginning that a few of the interns were suspicious of the project evaluation. This problem did not seem to improve as the year went on and there were four interns who consistently either refused to provide data, campaigned against evaluation, or dissembled when responding to the instruments. The first year's report will not contain their views.

The Initial Questionnaire

Twenty-five interns responded to a questionnaire administered through the team leaders in October. Results of that questionnaire are tabulated below.

TEACHER CORPS

NAME ______________________________

SCHOOL ______________________________

SEX: 0) 14 F 1) 9M

MARITAL STATUS: 0) 11 M 1) 12S

1. When were you born?

0) ___ 1901-1905
1) 1 1906-1910
2) ___ 1911-1915
3) 1 1916-1920
4) ___ 1921-1925
5) 2 1926-1930
6) 1 1931-1935
7) 2 1936-1940
8) 2 1941-1945
9) 16 1946-1950

2. Where do you now live?

0) 24 In the city in which I work
1) ___ In a nearby city
2) 1 In a nearby suburban community
3) ___ Other (Specify) ______________________

3. What was your father's major lifetime occupation?

0) 1 professional or scientific
1) ___ managerial or executive
2) 5 clerical or sales
3) 6 skilled craftsman or foreman
4) 1 farm owner
5) ___ farm tenant
6) ___ farm laborer
7) 7 unskilled worker
8) 5 other (Specify) ______________________

4. What was your mother's major lifetime occupation?

0) 3 teaching
1) ___ nursing
2) ___ secretarial
3) 1 sales
4) 5 industrial
5) [illegible] domestic
6) 4 other (Specify) ______________________
7) 6 none

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5. What was your father's highest educational attainment?

0) 2 no formal education
1) 8 some elementary school
2) 4 completed elementary school
3) 2 some high school
4) 3 completed high school
5) 3 some college
6) 1 graduated from college
7) 2 graduate or professional school

6. What was your mother's highest educational attainment?

0) 2 no formal education
1) 9 some elementary school
2) 2 completed elementary school
3) 2 some high school
4) 5 completed high school
5) 4 some college
6) ____ graduated from college
7) 1 graduate or professional school

7. In what type of school did you receive most your elementary education?

0) 14 public 1) 11 parochial 2) ____ private

8. In what type of school did you receive most of your secondary education?

0) 17 public 2) 8 parochial 2) ____ private

9. What was the income position of your parents at the time of your graduation from high school?

0) 1 highest 25% of our community
1) 3 second highest 25% of our community
2) 11 third highest 25% of our community
3) 5 lowest 25% of our community

10. In what type of community did you spend the major part of your youth?

0) 1 farm
1) 2 small town
2) 2 small city
3) 19 large city

11. At what type of college did you do most of your undergraduate work?

0) 7 state university
1) 5 state teacher's college or normal school
2) 13 other public college or university
3) ____ private university
4) 1 private teacher's college or normal school
5) ____ other private school

From which undergraduate college did you receive your degree? ____

12. When you were in undergraduate college what percent of your expenses did you personally earn?

0) 2 none
1) 2 10 to 25%
2) 2 25 to 50%
3) 4 50 to 75%
4) 13 75 to 100%

13. In what way did you do most of your undergraduate work?

0) 4 part-time study   1) 13 full-time study

14. What plans for future education do you have?

0) 1 I have no plans.
1) 2 I plan to take courses, but not towards a specific degree.
2) 12 I plan to study for a master's, but not for a doctorate.
3) 3 I plan to study for a doctorate.

Using the scale 1 to 5, please rate the importance of the following activities which might be assigned to teacher interns (questions 15 through 20):

15. Conferring with parents

5) 12 extremely important
4) 3 very important
3) 4 moderately important
2) little importance
1) not relevant

16. Dealing with classroom problems of teachers

5) 5 extremely important
4) 10 very important
3) 1 moderate importance
2) 1 little importance
1) 1 not relevant

17. Teaching regular classes of pupils

5) 4 extremely important
4) 11 very important
3) 5 moderate importance
2) 1 little importance
1) 1 not relevent

18. Serving as resource persons for regular teaching staff

5) 3 extremely important
4) 5 very important
3) 3 moderate importance
2) 8 little importance
1) not relevant

19. Carrying on in-service training programs for teachers

5) 2 extremely important
4) 9 very important
3) 7 moderate importance
2) 5 little importance
1) 1 not relevant

20. Working with problem students on an individual basis

5) 16 extremely important
4) 7 very important
3) 1 moderate importance
2) little importance
1) not relevant

21. Counseling individual students or groups of students

5) 13 extremely important
4) 8 very important
3) 2 moderate importance
2) 1 little importance
1) not relevant

22. Handling student extra-curricular activities

5) 2 extremely important
4) 6 very important
3) 10 moderate importance
2) 4 little importance
1) not relevant

23. Working with community groups

5) 9 extremely important
4) 11 very important
3) 3 moderate importance
2) 2 little importance
1) not relevant

24. Meeting informally with teachers (lunch room, lounge)

5) 2 extremely important
4) 7 very important
3) 10 moderate importance
2) 6 little importance
1) not relevant

25. Visiting homes of students

5) 9 extremely important
4) 10 very important
3) 3 moderate importance
2) 1 little importance
1) not relevant

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26. Checking student records for regular teachers

5) ____ extremely important
4) 4 very important
3) 7 moderate importance
2) 6 little importance
1) 8 not relevant

27. Dealing with disagreements between teachers and pupils

5) 6 extremely important
4) 4 very important
3) 7 moderate importance
2) 6 little importance
1) 2 not relevant

28. Conferences with outside agencies (juvenile court, police)

5) 6 extremely important
4) 9 very important
3) 6 moderate importance
2) 4 little importance
1) ____ not relevant

29. Handling disciplinary cases

5) 4 extremely important
4) 6 very important
3) 7 moderate importance
2) 5 little importance
1) 3 not relevant

30. Introducing new teaching materials

5) 18 extremely important
4) 4 very important
3) 3 moderate importance
2) ____ little importance
1) ____ not relevant

31. Introducing new teaching ideas

5) 19 extremely important
4) 3 very important
3) 2 moderate importance
2) 1 little importance
1) ____ not relevant

32. Working as a teaching team in a single classroom

5) 9 extremely important
4) 4 very important
3) 9 moderate importance
2) 2 little importance
1) 1 not relevant

33. Meeting with student groups in the school

5) 2 extremely important
4) 17 very important
3) 3 moderate importance
2) 2 little importance
1) not relevant

34. Meeting with student groups in the community

5) 7 extremely important
4) 11 very important
3) 6 moderate importance
2) little importance
1) not relevant

35. Meeting with PTA groups

5) 7 extremely important
4) 10 very important
3) 5 moderate importance
2) 1 little importance
1) 1 not relevant

36. Serving as an assistant to regular teachers

5) 4 extremely important
4) 6 very important
3) 5 moderate importance
2) 2 little importance
1) 4 not relevant

In summary, this questionnaire gives us a general picture of the interns as being mostly young, living in Chicago, educated in public schools primarily, with a number of interns educated in parochial schools. Interns were familiar with city life, and many were familiar with living with a low income. They gave top priority to conferring with parents, working with students on an individual basis, counseling individual students, and introducing new teaching ideas and materials. Low on their list of priorities, they placed the tasks of checking student records for regular teachers, serving as assistants to regular teachers, and carrying on in-service training programs for regular teachers. Thus, the interns were eager to work with students and to improve their own teaching, and showed considerably less interest in either assisting or influencing other teachers. To the intern, the role of change agent was not an item having the same priority as that of personally becoming an effective teacher.

Some Comparisons with CPUTE Students

Some of the instruments utilized in the evaluation of the Teacher Corps were also administered to students in the University Cooperative Program for Urban Teacher Education. Comparisons will be made with the 1969 CPUTE students on the Who Am I? instrument, and with 1970 CPUTE students.

The CPUTE program, in contrast to the Teacher Corps program, was a one-year program for teacher trainees. The CPUTE teacher candidates spent their five day week working in the community (also District #19) as follows:

2 half-days	internship at schools
2 half-days	education courses
1 half-day	seminar and/or learning center meeting

Academic requirements were correlated with field experiences. Personnel from the schools and the community met with the trainees in order to discuss, develop, and implement solutions to learning problems of the children in their schools.

The Who Am I? Instrument

The Who Am I? test is a non-directive self inventory. The student responds to instructions to jot down twenty statements that come to mind as he focuses on self description. Statements were then categorized and tabulated. Categorization was based upon the 1969 groups. The 1969 groups consisted of thirty-seven teacher candidates enrolled in the pilot CPUTE program, thirteen in elementary and twenty-four in secondary education. The control group consisted of twenty-five students enrolled in the course Education 170 (a beginning course in the education sequence). The Teacher Corps sample consisted of twenty-five interns who responded. Two of the twenty-five responses were not classifiable, however, so data will be based on responses of twenty-three of the thirty one interns.

The responses for the three groups were as follows:

Category	Teacher Corps	CPUTE	Control
Age	1.0%	5%	5%
Area of Interest	10.9%	11%	6%
Community Interest	3.7%	5%	0%
Economic Status	.5%	2%	3%
Educational Status	0%	9%	11%
Family Identification	5.8%	6%	8%
Race or National Identity	7.9%	4%	7%
Personality Reference	29.5%	16%	18%
Physical Description	2.9%	1%	3%
Professional Role	9.2%	3%	18%
Religion	2.4%	6%	6%
Romantic Identification	1.3%	5%	4%
Sex	2.4%	11%	6%
Social and Asocial Traits	13.3%	10%	13%
Patriotic*	8.5%	0%	0%

* The patriotic category was a mixture of statements regarding either American or Mexican or Puerto Rican affiliation.

In terms of the differences among groups, Teacher Corps candidates mentioned age less frequently than the other two groups. They were similar to CPUTE students in terms of area of interest. Teacher Corps students were intermediate between CPUTE and controls on community interest. Educational status was not mentioned by Teacher Corps candidates. There was considerably more personality identification on the part of Teacher Corps interns than there was in the other two groups. Professional role statements were intermediate between the CPUTE students and the controls.

Both religion and romantic identification were less frequently mentioned by Teacher Corps interns than by the other two groups. Sex (whether intern was either male or female) was least often mentioned by the interns, while the interns were the only group who made reference to patriotic motives. One characteristic of the Teacher Corps responses was that they were often imaginative and were based upon deep personal feelings.

> I am Pancho Villa, a tornado at full strength.
>
> I am the eagle and serpent of Aztec civilization.
>
> A girl with many dreams.
>
> Sometimes I feel like nothing, but that changes when I realize that I have been put on this earth for a reason. I have found that reason.
>
> My heart and soul thrive in this country.
>
> I am no savior of "Chicanos;" I am for all people.
>
> I go after what I want and I'm very bitchy if I don't get it.
>
> A Chicana, an American, an interesting person...a member of a great race with an outstanding and unique history.
>
> I am a human being with feelings and a soul...I am single and free.
>
> I am Joan of Arc...one of the [illegible] heroes.

Honest, meaningful, diverse expressions from some very interesting individuals beginning to embark on a new way of life.

The Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory is a standardized instrument designed to measure attitudes of teachers toward children and school. Factor analysis has confirmed that this instrument measures a unitary trait which correlated highly with teacher-pupil relationships.

in the classroom. Low scores have also been associated with lack of flexibility or adaptiveness on the part of teachers. A study by Della-Piana and Gage (1955) showed that teachers having high MTAI scores were better liked by students having high affective values concerning teachers. However, students who had high cognitive values with respect to teachers did not show as much preference for teachers having high MTAI scores. Examples of items from the MTAI include:

> Most children are obedient.
>
> Pupils who "act smart" probably have too high an opinion of themselves.
>
> Minor disciplinary situations should sometimes be turned into jokes.
>
> Shyness is preferable to boldness.
>
> Teaching never gets monotonous.
>
> Most pupils don't appreciate what a teacher does for them.
>
> A pupil's failure is seldom the fault of the teacher.
>
> There are times when a teacher cannot be blamed for losing patience with a pupil.
>
> A teacher should never discuss sex problems with the pupils.
>
> Pupils have it too easy in the modern school.
>
> A teacher should not be expected to burden himself with pupils' problems.
>
> Pupils expect too much help from the teacher in getting their lessons.

The MTAI was administered to both the Teacher Corps and the CPUTE students in March of 1971. This represented an early point in the two-year program for Teacher Corps, and about the three quarter mark for CPUTE students. In addition, the 1969 pilot CPUTE program had administered pre- and post-tests to their students and to a control group

TABLE 1

Percentile Rank Equivalents for Raw Scores on the *Minnesota Teacher Attitude Inventory*, Form A

STUDENTS

			BEGINNING EDUCATION JUNIORS				GRADUATING EDUCATION SENIORS (B.Ed.)					
					Secondary				Secondary			
Percentile Rank	[illegible]	[illegible]	Early Childhood	Elementary	Academic	Nonacademic	Early Childhood	Elementary	Academic	Nonacademic	Graduate Students (Education)	Percentile Rank
99	70	73	113	101	106	99	118	118	116	107	115	99
95	61	55	100	97	96	85	112	113	107	101	106	95
90	[illegible]	44	95	92	83	77	105	102	101	95	103	90
80	40	33	83	85	77	69	100	100	90	85	93	80
75	[illegible]	[illegible]	86	[illegible]	72	64	97	96	85	80	88	75
70	[illegible]	[illegible]	82	75	65	60	94	93	82	76	85	70
60	12	11	72	68	57	55	88	83	74	71	79	60
50	[illegible]	5	65	63	49	46	83	82	68	67	70	50
40	[illegible]	−5	53	56	42	37	77	73	62	62	61	40
30	−[illegible]	−10	45	51	35	29	72	64	56	54	52	30
25	−8	−[illegible]	40	45	30	23	69	59	53	49	47	25
20	−11	−18	37	41	25	21	64	55	49	44	40	20
10	−[illegible]	−[illegible]	22	21	4	10	52	41	37	30	12	10
5	−19	−[illegible]	14	9	−1	−4	45	31	23	14	−7	5
1	−31	−[illegible]	−10	−13	−16	−19	4	11	4	−11	−21	1
N	192	374	134	228	135	229	108	150	237	183	200	N
Mean	[illegible]	4.0	65.9	59.5	43.3	41.1	80.4	77.4	67.8	68.3	64.0	Mean
SD	31.6	26.3	29.8	26.3	28.2	27.1	22.6	24.7	24.3	25.4	33.3	SD

TABLE 2

Percentile Rank Equivalents for Raw Scores on the *Minnesota Teacher Attitude Inventory*, Form A

~~EXPERIENCED~~ TEACHERS

		ELEMENTARY TEACHERS				SECONDARY TEACHERS				
		Systems with fewer than 21 teachers		Systems with 21 or more teachers		Academic		Nonacademic		
Percentile Rank	Rural Teachers	2 years training	4 years training	2 years training	4 years training	4 years training	5 years training	4 years training	5 years training	Percentile Rank
99	112	110	107	108	114	103	112	98	93	99
95	91	93	98	93	105	87	100	81	84	95
90	75	75	90	87	100	81	90	67	74	90
80	62	64	72	74	98	67	75	47	64	80
75	57	56	67	69	82	57	69	40	55	75
70	51	54	62	65	79	50	63	34	49	70
60	42	44	51	52	70	34	53	21	41	60
50	32	34	41	49	69	23	45	10	33	50
40	23	19	29	29	48	13	35	2	29	40
30	11	7	17	22	42	1	24	−12	8	30
25	7	−3	13	16	36	−5	15	−20	−4	25
20	−2	−7	4	7	22	−12	9	−29	−8	20
10	−23	−21	−25	−9	7	−29	−12	−48	−20	10
5	[illegible]	−25	−30	−27	−18	−43	−25	−64	−34	5
1	[illegible]	−57	−39	−43	−50	−73	−65	−85	−50	1
N	232	118	182	249	247	264	218	98	70	N
Mean	28.7	29.2	37.0	40.1	53.1	21.7	40.8	9.7	28.9	Mean
SD	[illegible]	53.6	52.4	37.3	35.7	40.6	39.5	42.7	36.5	SD

B. The First Experimental Form of the *Inventory*

The first experimental form of the *Inventory* was constructed by selecting 164 items from the original reservoir of 756. This form will be referred to as Form X-164. The criteria employed in the selection were: (1) Is the item adequate in differentiating the two groups of teachers? (2) Is the item unambiguous in meaning? (3) Does the content of the item duplicate that of another item? (4) Is the response pattern logical and easy to interpret?

1. Scoring procedures

The weighted scoring procedure adopted for use with Form X-164 was the Kelley formula (8) developed for use with the *Strong Vocational Interest Blank*. This formula weights each of the five possible responses on a nine-point scale from minus four to plus four, the weighting being determined by the differences in responses of the two criterion groups. The item given below indicates the percentage of teachers in each group making each response and the weights determined by the formula.

Item: "Discipline problems are the teacher's greatest worry."

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Superior Teachers	1	9	10	52	28
Inferior Teachers	13	23	8	45	11
Difference	−12	−14	2	7	17
Scoring Weights	−4	−4	1	2	4

The simplified scoring procedure adopted for tryout with Form X-164 assigns a plus one weight to each response which has a positive weight according to the Kelley formula. All responses with zero or negative weights are disregarded. The correlation between the weighted and simplified scores for Form X-164 was .97. Validity coefficients will be presented later for both systems of scoring.

2. Validity

The validity of Form X-164 was determined by administering the *Inventory* to a random sample of 100 teachers of grades 4-6 in Minneapolis and correlating their scores with three independent criteria of teacher-pupil rapport.

The first criterion of teacher-pupil rapport involved the rating of the teachers by their pupils. The *Pupil-Teacher Rating Scale* consists of 50 "Yes-No-?" items of the following type:

1. Do you like school? Yes No ?
2. Is this teacher often "bossy"? Yes No ?
3. Is this teacher usually kind to you? Yes No ?

Ratings were obtained from at least 25 pupils in each of the 100 teachers. The reliability of this scale for 25 ratings was .93. The *Pupil-Teacher Rating Scale* was administered by the investigator with no one in the room but the pupils. Assurance was given the pupils that no one other than the investigator would see their ratings, that their names should not be placed on the rating sheets, and that their grades and status would not be affected. This study is reported more fully in (4) and (7).

The second criterion of teacher-pupil rapport involved the rating of the teachers by their principals. The *Principal-Teacher Rating Scale* was devised especially for this purpose and provided for the rating of each teacher on the following traits:

1. Disciplinary Ability.
2. "Traditional" vs. "Modern" point of view.
3. Attitude toward children.
4. Understanding of child behavior problems.
5. Personality adjustment.
6. Attitude of pupils toward teacher.

The reliability of the *Scale* as determined by the split-half method was .87. This study has been reported in (4), (6) and (7).

The third criterion of teacher-pupil rapport involved the rating of the teachers by a specialist in the area of teaching effectiveness. The rating scale used was a modification of Baxter's *Rating Scale of the Teacher's Personal Effectiveness* (1). It seemed particularly well adapted to this purpose because it was designed to evaluate a teacher's personal effectiveness by considering the pupils' responses to the teacher. Enough time was spent in the classroom of each teacher to observe pupil responses with reference to this trait in:

1. Maintaining discipline.
2. Creating a friendly classroom atmosphere.
3. Establishing a feeling of security.
4. Exerting a stabilizing influence on the class.
5. Developing pupil self-reliance.

The reliability of this scale as determined by the split-half method was .92. For further information on this study, see (4), (6) and (7).

The results of the ratings were then correlated with the scores made by the 100 randomly selected teachers on Form X-164. The correlations are presented in Table 3. When the scores of the three criteria (pupils' ratings, principals' ratings and expert's ratings) are combined, with equal weight given to each by a standard score procedure, the correlations with the teachers' scores on the *Minnesota Teacher Attitude Inventory*, Form X-164, are .59 and .60 for the weighted and simplified scores respectively. When the three criteria are combined with multiple regression weighting, the validity coefficient is .69. The single criterion measure which has the highest relationship with the *MTAI* is the expert's rating. The correlation is .49. The next highest is the pupils' ratings, .45, and the lowest is the principals' ratings, .43.

TABLE 3

Correlations between *Inventory* Scores (Weighted and Simplified) and Criterion Ratings by Pupils, Principals and Expert for an Unselected Group of 100 Teachers

	Weighted Scoring	Simplified Scoring
Inventory vs. Pupils' Ratings	.45*	.46
Inventory vs. Principals' Ratings	.43	.45
Inventory vs. Expert's Ratings	.49	.49
Inventory vs. Three Validating Criteria Combined, Equal Weights	.59	.60
Inventory vs. Three Validating Criteria Combined, Multiple Weights	.69	—
Inventory vs. Combination of Pupils' and Expert's Ratings	.56	.58
Inventory vs. Combination of Pupils' and Principals' Ratings	.53	.54
Inventory vs. Combination of Expert's and Principals' Ratings	.54	.54
Expert's Ratings vs. Principals' Ratings	.49	—
Expert's Ratings vs. Pupils' Ratings	[illegible]	—
Principals' Ratings vs. Pupils' Ratings	[illegible]	—

*All r's found in this table are significant at the one per cent level.

previously described. The results of these tests are shown:

	Mean Score	Standard Deviation
1969 Control Pre-	40.8	-
1969 Control Post-	51.4	-
1969 CPUTE Pre-	31.7	-
1969 CPUTE Post-	71.0	-
1971 CPUTE Post-	59.3	19.6
1971 Teacher Corps	20.9	31.1
1972 CPUTE	46.1	36.3
1972 Teacher Corps	59.6	29.4

These data show that the 1969 pilot CPUTE program made large gains in MTAI scores, while the final scores of the 1971 CPUTE students were not at the same high level. The 1971 CPUTE students did, however, score somewhat higher than the 1969 controls.

The 1971 Teacher Corps scores were, however, extremely low. Although they were also beginning scores, the 1969 CPUTE and control scores were considerably higher than the 20.9 average of the Teacher Corps interns. This demonstrates that in terms of selection, the Teacher Corps interns were indeed different in this respect, from the CPUTE and control students. Perhaps even more interesting are the highly significant differences in the standard deviations of the scores of the two groups. Standard deviation is a measure of dispersion or variability among scores. If all the scores on a measure are equal, the standard deviation is 0. If the scores on a measure are quite different, standard deviation is high. A comparison of the 1971 CPUTE and Teacher Corps standard deviations shows that the Teacher Corps scores were considerably more varied. This means that at the outset, at least, the Teacher Corps interns were in much greater disagreement as to what constituted good teaching than were the CPUTE students. These data suggest several interesting questions.

With respect to the 1972 scores, these were at a higher level than the 1971 scores. Individualization of instruction did not take place to an extent which lowered the variability of the group. Some student scores even decreased.

Are high MTAI scores necessarily an advantage in working with all students? Perhaps certain patterns of low MTAI scores might be desirable in working with some of the students in the Teacher Corps schools. This needs to be studied. How does teaching effectiveness with the particular students in our sample relate to these scores? Also, might it not be a good idea for interns to discuss MTAI items with the staff so that the stereotype of good teacher behavior as represented by the MTAI could be explored in some detail, keeping the special needs of Mexican-American students in mind.

MTAI Scores By Individual, 1971-72

(N = 12)	1971	1972	Change
A	49	94	+45
B	64	88	+24
C	-2	35	+37
D	15	25	+10
E	-35	29	+64
F	30	0	-30
G	61	77	+16
H	39	53	+14
I	-38	33	+71
J	38	55	27
K	-2	-39	-37
L	24	83	+59

Chapter 4

The Program

Organization

The Teacher Corps has been organized somewhat as shown in the diagram (Figure 2). The diagram, however, is inadequate for the purpose of representing the way in which the program operates. Furthermore, organization has varied from time to time. The lines of authority at the top of the diagram are unclear. In the event of a dispute among the University, the Project Advisory Council, and the Public Schools, the diagram appears to place the influence of the Public Schools at too low a level. The evaluation coordinator is not in direct line of command, but is independent of the project, working through the Office of Evaluation Research at the University. The various councils and committees do not show clearly identified authority relationships on the diagram. Greater clarity of role descriptions and line of responsibility would be desirable.

In actual operation the chain of command flows rather directly from project director to team leader to interns. In the schools, of course, the interns and team leaders are under the direct authority of the principals. For community, the Project Advisory Council and the Community Coordinator have primary jurisdiction of the interns especially with respect to the summer community involvement.

COOPERATIVE [illegible] PROGRAM
1970–1972 ORGANIZATIONAL PLAN

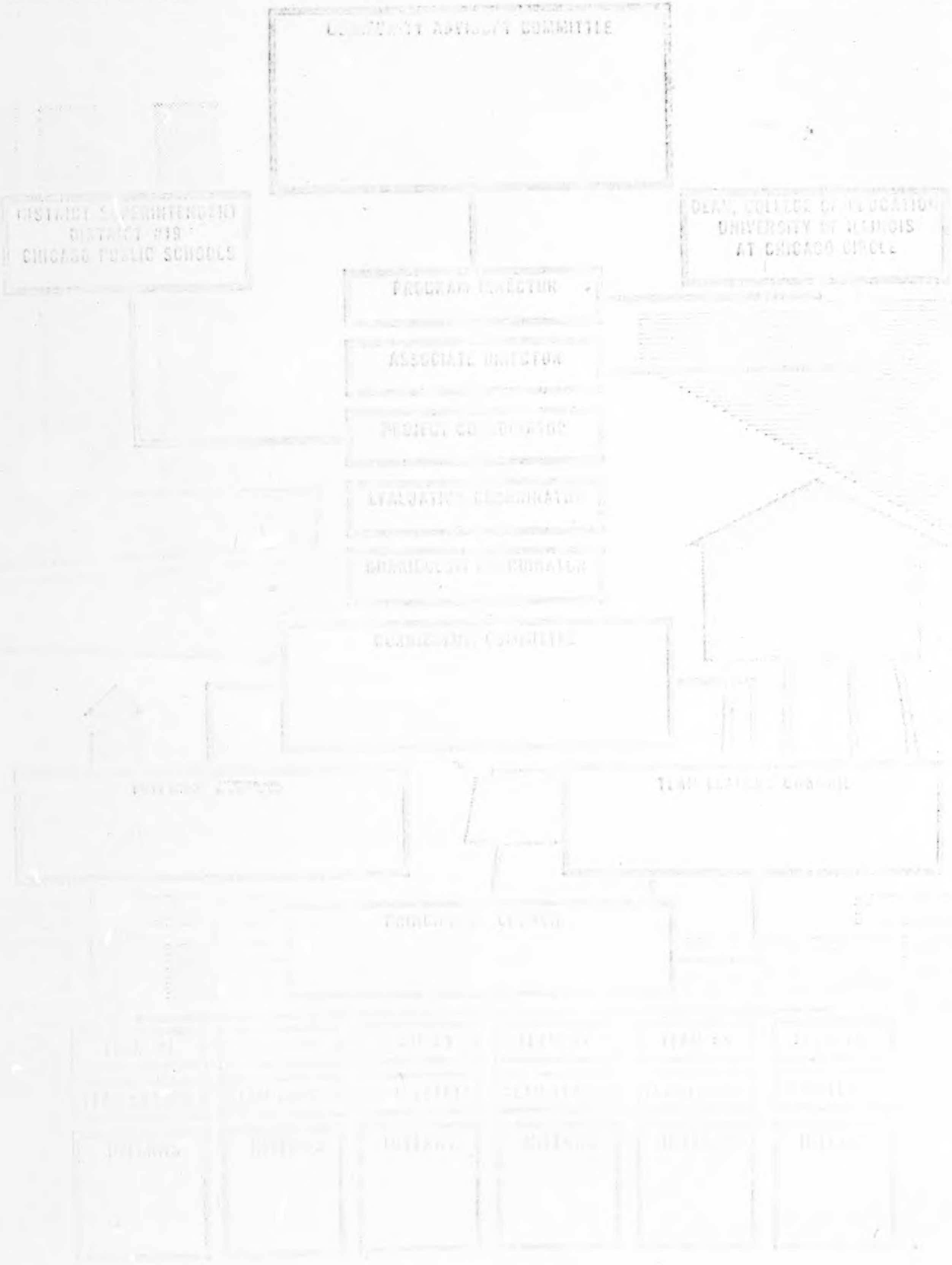
COMMUNITY ADVISORY COMMITTEE
DISTRICT SUPERINTENDENT
DISTRICT #19
CHICAGO PUBLIC SCHOOLS
DEAN, COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS
AT CHICAGO CIRCLE
PROGRAM DIRECTOR
ASSOCIATE DIRECTOR
PROJECT COORDINATOR
EVALUATION COORDINATOR
CURRICULUM COORDINATOR
COORDINATING COMMITTEE
TEAM LEADERS COUNCIL
TEAM #1
TEAM #3
TEAM #4
TEAM #5
TEAM LEADER
TEAM LEADER
INTERNS
INTERNS
INTERNS
INTERNS
INTERNS
INTERNS

Figure 2

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The team leaders are closest to the interns and it is through them that most of the program is articulated. The team leaders were selected from applicants who responded to notices of openings circulated by the Chicago school system. Three of them were teachers or supervisors in the schools to which they are now assigned. Three of them came from other schools. In October, a questionnaire was administered to the team leaders and in November of the first year they were interviewed. A picture of the team leaders may be obtained from the results of these surveys.

TEACHER CORPS

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TEAM LEADER QUESTIONNAIRE

NAME______________________________________

SCHOOL______________________________________

SEX: 0) 2 F 1) 4 M

MARITAL STATUS: 0) 5 M 1) 1 S

1. When were you born?

0)___ 1901-1905
1)___ 1906-1910
2)___ 1911-1915
3)___ 1916-1920
4)___ 1921-1925
5) 4 1926-1930
6) 1 1931-1935
7) 1 1936-1940
8)___ 1941-1945
9)___ 1946-1950

2. Where do you now live?

0) 4 in the city in which I work
1)___ in a nearby city
2) 2 in a nearby suburban community
3)___ other (Specify____________________________)

3. What was your father's major lifetime occupation?

0)___ professional or scientific
1)___ managerial or executive
2)___ clerical or sales
3)___ skilled craftsman or foreman
4)___ farm owner
5)___ farm tenant
6) 1 farm laborer
7) 1 unskilled worker
8) 1 other (specify____________________________)

4. What was your mother's major lifetime occupation (other than housewife)

0) 1 teaching
1)___ nursing
2) 1 secretarial
3)___ sales
4)___ industrial
5)___ domestic
6) 1 other (specify____________________________)
7) 3 none

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5. What was your father's highest educational attainment?

0) ___ no formal education
1) 3 some elementary school
2) 1 completed elementary school
3) ___ some high school
4) 1 graduated from high school
5) 1 some college
6) ___ graduated from college
7) ___ graduate or professional school

6. What was your mother's highest educational attainment?

0) 1 no formal education
1) 5 some elementary school
2) ___ completed elementary school
3) ___ some high school
4) 1 graduated from high school
5) ___ some college
6) ___ graduated from college
7) 1 graduate or professional school

7. In what type of school did you receive most of your elementary education?

0) 4 public   1) 2 parochial   2) ___ private

8. In what type of school did you receive most of your secondary education?

0) 5 public   1) 1 parochial   2) ___ private

9. What was the income position of your parents at the time of your graduation from high school?

0) 1 highest 25% of our community
1) 1 second highest 25% of our community
2) 2 third highest 25% of our community
3) 2 lowest 25% of our community

10. In what type of community did you spend the major part of your youth?

0) ___ farm
1) [illegible] small town
2) ___ small city
3) [illegible] large city

11. At what type of college did you do most of your undergraduate work?

0) ___ state university
1) [illegible] state teacher's college or normal school
2) ___ other public college or university
3) [illegible] private university
4) ___ private teacher's college or normal school
5) ___ other private college

12. At what type of college did you do most of your graduate work?

0) state university
1) 2 state teacher's college or normal school
2) 1 other public college or university
3) 3 private University
4) private teacher's college or normal school
5) other private college
6) 1 does not apply

13. When you were in undergraduate college, what percent of your expenses did you personally earn?

0) 1 none
1) 10 to 25%
2) 2 25 to 50%
3) 50 to 75%
4) 3 75 to 100%

14. In what way did you do most of your undergraduate work?

0) 1 part-time study
1) 5 full-time study

15. What plan do you have for future education?

0) I have no plans.
1) I plan to take courses, but not towards a specific degree.
2) 5 I plan to study for a master's but not a doctorate.
3) I plan to study for a doctorate.

16. How many semester hours of education courses did you have as an undergraduate?

0) 1 None
1) 1-10
2) 11-20
3) 3 21-30
4) 1 31-40
5) 1 41-50
6) 51-60
7) more than 60

17. How many semester hours of education courses did you have as a graduate student?

0) None
1) 3 1-10
2) 1 11-20
3) 1 21-30
4) 31-40
5) 41-50
6) 1 51-60
7) more than 60

18. What is the highest advanced degree which you have received?

0) 5 Bachelor's
1) ___ Professional Certificate
2) 1 Master's
3) ___ Doctor's

19.* How many years experience as a teacher did you have before joining the National Teacher Corps?

0) ___ 0-5
1) 3 6-10
2) 3 11-15
3) ___ 16-20
4) ___ more than 20

20. How much administrative experience have you had? (i.e., department chairman, principal, supervisor)

0) 2 None
1) 4 1-5
2) ___ 6-10

21. How would you rate the average pupil in this building?

0) ___ Considerably below average in ability
1) 1 slightly below average in ability
2) 4 average ability
3) ___ slightly above average in ability
4) ___ considerably above average in ability

Interviews were conducted with team leaders in 1971 and again in 1972. The results of those interviews are shown below:

INTERVIEW GUIDE FOR TEAM LEADER

6 team leaders, 1971; 5 team leaders, 1972

1. How did you prepare yourself for assignment to this building.

RESPONSE	1971	1972
Visited school during the summer	2	
Visited PTA president	1	
Knew amd met clergymen	1	
Met interns	1	
Met community representatives	2	
Assigned teacher at the school	1	
Knew neighborhood well	1	
Experience and interest in Mexican community	1	
Met the principal during the preservice	1	
No structured preparation	2	
Recommended by others	1	

2.A. Did you have an opportunity th prepare the team members for their assignment to this building?

RESPONSE	1971	1972
Yes	5	
No	1	
Not very much	0	

2.B. Preparation for team for regular staff-team relations.

RESPONSE	1971	1972
Group discussions	2	
Faculty meetings	1	

3. How do you see yourself relating to the building principal?

RESPONSE	1971	1972
Excellent relationship	3	3
Very Good relationship	2	0
O.K.	0	1
Not sure	1	1

4. What activities are assigned to team leaders?

RESPONSE	1971	1972
Teaching	0	4
Self-assigned	1	0
Tutoring	4	2
Audio-visual	1	0
In charge of cheer leaders	1	0
OLAS	1	0
Recess	2	2
Bulletin Boards	1	0
Tutoring reading	2	2
Lesson plans	1	1
Assembly programs	1	1
Taking attendance	1	0
Work with PTA	1	0
Help with English-speaking class for parents	1	0
Administrative tasks	1	0
Responsible for determining readiness of interns	1	0

5.A. Feelings of acceptance or rejection

RESPONSE	1971	1972
Accepted by regular staff	6	3

5.B. With regard to how interns relate to the regular staff, the team leaders reported:

	1971	1972
Interns build relationships with those they work closest with	0	1
Some staff resent pay of interns	0	1
Relationship not professional enough	0	1

6. Have you had any previous experience with programs similar to the National Teacher Corps?

RESPONSE	1971	1972
Yes	4	
No	2	

7. What do you think will be the major contribution of the Teacher Corps teams?

RESPONSE 1971

1. New techniques in teaching
2. More awareness of classroom climate and degree of learning that take place
3. Better relationship between school and community

4. Better awareness of needs of children
5. More awareness of problems of children
6. Reservations about the program because of the behavior of the interns
7. Better trained teachers
8. Improved teaching techniques
9. More learning taking place
10. Bilingual teachers will be placed in the community
11. Teachers will have better understanding of the community that they are teaching in
12. More community involvement
13. Learning and teaching will not be confined to four walls.
14. More Young People participating in community activities.
15. Teachers will be free to discuss their teaching methods, results, etc.

RESPONSES 1972

1. Will put bicultural and bilingual teachers in classroom
2. A new model for training teachers
3. A career opportunity in some cases
4. Change in teacher attitudes and programs
5. More relevant experience in community schools
6. Makes interns more sensitive
7. Perhaps U. faculty may become more aware of community, school, and intern needs.
8. Exploits ethnic interests

Notice the decreased emphasis on both improved teaching and community participation.

Perhaps an independent assessment of the role of the team leader should be made in future projects. For the team leader may have been the forgotten man in this project. The team leaders--potentially the most powerful influences in the program--suffered from three impeding forces: 1) lack of clear role definition; 2) lack of authority commensurate with their expected responsibilities; and 3) lack of a clear career line proceeding from the completion of their service as team leaders. The morale of team leaders was low throughout the project, and consequently, performance varied from frenetic dedication to withdrawal and abdication--the gamut of stress-induced behaviors. A few even kept their cool.

The anxieties and ambivalence of the team leaders were revealed on many occasions. For example:

Comments on staff meeting Thursday, June 24.

> Much of the discussion was related to the policy for absence from community work. Interns would like to cut out. Also, in the policical activity aimed at interfering with the program from 2 or 3, this could be used as an issue. Therefore A and B and many others felt that rigid policy had to be established. On the other hand, X brought up the problem of Y to whom she had given permission to go to Spain and miss out on community work.
>
> The decision was that Y would have to have a hearing with respect to deselection. X objected as an undermining of team leader authority as well as an injustice to the intern who had taken a number of steps to get authorization, as well as being a person who had been very conscientious. This brought into question the amount of authority of the team leader and the amount of individualization which would characterize the program.
>
> Comment: In a growing project, especially in the absence of policy, it seemed that the group itself was causing itself some conflict which was unnecessary. The problem is will the tightening be done at the expense of team leader autonomy? Will important immediate decisions be deferred too extensively?
>
> It appeared that X had overstepped reasonable bounds. On the other hand, what she did was in keeping with common practice--social norms. The decisions seemed somewhat retroactive. Perhaps a special program of community activity could have been developed for Y.

The feelings were identified clearly as a result of the transactional evaluation conducted with the staff (mainly team leaders) in October, 1971. Yet little was done to remedy the situation other than to reduce the frequency of staff meetings.

EVALUATION QUESTIONNAIRE, TEACHER CORPS STAFF, OCTOBER, 1971

Please indicate the degree of your agreement or disagreement by marking (circle) the appropriate letter next to the item.

A = strongly agree a = agree

D = strongly disagree d = disagree

	A	a	d	D
1. My major concern is the inconsistency of the whole program.	2	3	2	1
2. The fact that [director] is leaving means that he doesn't care about the program.	1		2	5
3. The role of the team leader as a student-teacher supervisor is gone.	3	4	1	
4. Team leader decision making -- none.	4		2	2
5. Team leader morale very low, the longer we are together, the lower it gets.	2	2	3	1
6. My major concern is that the interns will graduate.	1	3	3	1
7. What I need most is more autonomy at the school.	2	1		4
8. The fact that [director] is leaving means nothing.	1	1	1	5
9. The role of the team leader as student-teacher supervisor is non-existent.	3	3	4	
10. Team leader morale is very high in the school and very low in the university	3	4	1	
11. Team leader decision making is applicable to himself only.	3	3	2	
12. My major concern is organizing and investing my time profitably.	2	3	3	
13. The fact that [director] is leaving means that we must find a way to replace him, filling the functions of decision-making and community liaison on a central basis.	4	3		
14. Team leader decision-making is carried out at the schools demands informational and moral support from the university.	4	1	2	1
15. Team leader morale is different in the schools that it is at the university.	5	3		
16. The project is deteriorating.		3	2	3

17.	I don't know what the learning center is supposed to do.	2	2	3	1
18.	My major concern is the lack of honesty and directness of the program.	2	3	2	1
19.	What I need most is fewer meetings.	3	3	4	
20.	The fact that [director] is leaving means that this program is a means for promoting oneself.	2	2	1	3
21.	Team leader decision making is questionable.	4	1	2	1
22.	Team leader morale is seldom high at the university.	5	2	1	
23.	My major concern is feeling good about myself.	2	1	3	1
24.	My major concern is having enough time not to be worn out constantly.	3	1	1	4
25.	What I need most is to be allowed to do what I think is important and quit doing things I don't want or don't believe (for instance, proposal writing).	4	1	3	
26.	[Director's] leaving means more work for me.	2	1	1	4
27.	[Director's] leaving means no Mexican American leadership.	5	1		2
28.	[Director's]leaving means he is too tired to stay.	2	1	2	2
29.	[Director's] leaving means he is smart.	1	2	3	1
30.	Team leaders are copping out on setting standards. [Staff] took their power and they agreed.	2	2	1	3
31.	Team leaders don't think they can make decisions without being overruled -- on the other hand they really don't take risks or initiate (circular).	3	2	2	1
32.	Team leader morale: "let me alone," "bad," "fuck the university."	3	3	1	1
33.	What I need most is the understanding of the university that neither the school nor the interns can accomodate themselves to administrative requests at all times.	1	3	2	2
34.	No two programs at Circle are the same and the interns are sorely pressed for time.	2	4		1
35.	The fact that [director] is leaving means a reduction of the level of trust among the interns.	2	3	2	2

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36. Team leader decision making is nil because either the administration will not back them or the interns will not accept them (decisions).	1	3	1	2
37. Team leader morale is not as high as Hitler's on his last day.	2	1	2	3
38. Project staff does not pull together.	3	3	1	
39. What I need most is a real (productive) relationship with the rest of the staff.	2	1	3	1
40. [Director's] departure will kill the program.			3	4
41. Team leaders seem to resent not being responsbile for grading interns on student teaching performance.	1	2	1	3
42. Team leaders yell for recognition but decline to take initiative and be responsible for carry through.	1	2	1	3
43. My major concern is the lack of communication between TL's and university Teacher Corps personnel.		3	3	1
44. What I need most is fewer meetings.	2	1	4	
45. Team leader decision making power is contingent with the whim of the moment.	1	4	1	2
46. My major concern is the employment picture next September (both for myself and others in the program).	2	2	2	[illegible]
47. I need money to work with.	1	2	2	2
48. The fact that [director] is leaving means there will be another upheaval in the hierarchy and morale of the interns will be effected.	2	4		1
49. The role of the team leader as student teacher supervisor becomes more interesting every day as long as the school and university and community pressures are low.	2	4		1
50. Team leader decision making is very much like a classroom teacher --"when you close the door to your room, you operate your own way."	4	2	1	

Perhaps the most extreme expression of team leader unrest and frustration was expressed in the following underground (at least sub-rosa) poem by one of the team leaders, a poem rescued covertly from oblivion by the evaluator:

Great Thoughts, Inadequately Expressed and Inanely Executed

I ponder upon the ponderousness of
achieving
a lasting achievement that is enduring.
I realize the awesome
realization
that is awe-
inspiring.
That the impossibility of the cycle, which
is
an impossible
phase.
Has been filled, so is
full
of inescapable facts, that
I can't escape.
I am confronted
redundantly by
repetition
of a verbosity that is
verbose
and expressed,
by expressing the existence of an excretory mass
that exists as excretion and is
commonly known, to all in common
as cycle
FIVE

(ANON., 1973)

During the year, the original Project Coordinator resigned and one of the team leaders took his place. Because of this and also because of some attrition in interns, the second year of the program started with only five teams in five of the original schools.

It must be recalled that the interns' responsibility is divided into three parts: (1) to the schools, (2) to the University, and (3) to the community. Therefore, the remainder of the description of the program will follow this three part organization.

The Schools

The intern's responsibility to the school is a substantial one. Each day of the first school year, he spends half a day in the classroom working with an assigned teacher. During his second year, he takes on considerable teaching responsibility. As a part of the evaluation of the project, the evaluation coordinator spent a day with one of the interns and recorded and photographed the experiences of what the intern considered a typical day.

A Day in the Life of an Intern

March 8, 1971

I parked in front of the Upper Grade Center at about 8:00. The temperature was 28 degrees. There were not many parking places, even though I was quite early for school. In spite of the earliness, there were also some students beginning to congregate around the front door. The ground had a light dusting of snow.

The school, the newest and most modern one in the Teacher Corps program, had a few signs of glass breakage -- a common problem in all schools -- but, in general, looked quite neat and efficient placed among older but still neat houses of a few generations ago.... The interior of the building was pleasant. Plants were plentiful along one of the halls and other halls were decorated with very attractive student art work of high quality. There were mobile classes in the playground. I signed in and went to the center of pre-class activities--the teachers' lunchroom. This was where I was to meet Paul.

He had told me it would be a typically busy day with time spent tutoring in class, the half hour for lunch and barely time to get to the University. A mathematics class from 12 to 1, time from 1 to 2 to study in the library and then a class in curriculum from 3 to 5. In view of this, I decided to savor my coffee while I had the chance, dust the lenses of my camera, and talk to a few teachers.

There was some obvious concern over the outcome of the Ali-Frazier fight coming up that night. A few of the men had invested heavily. One of the science teachers was interested in my exposure meter and was planning on using a similar meter in class that day to measure air pollution and cloud cover. The same teacher, an Anglo, learning that I was involved in the Teacher Corps, expressed her concern about political activities of one of the Corpsmembers. She felt that he was stirring up trouble among the students and in the community.

The team leader came in and we talked some. I asked about the Learning Center which was supposed to be a part of the program. None had been put into effect. I then met with Paul. We had just shaken hands when it was time for the Star Spangled Banner, the Pledge, and the School Song. We then moved into the students' lunchroom which was now doubling or tripling as a study hall and a projection room. We sat near the window at one end of the room and Paul proceeded to work with two sixth grade boys, Pedro and Anicito. The two boys were good friends and although they were working on different assignments, Paul believed that it was a good idea to tutor them together. The boys talked to each other briefly, then got out their books. Pedro was studying about the sun. Anicito was practicing writing from a phenomically oriented book.

Paul started reading with Pedro. They sat comfortably and Paul would help Pedro with a word like corona or chromosphere when Pedro was uncertain. They also talked about the meaning of the paragraphs. Paul then moved to the other end of the table to work with Anicito.

At about five minute intervals, Paul would switch from one boy to the other. Going back to Pedro, they talked about the difference between nouns and verbs and the difference between the words affect and effect. Paul then returned to Anicito. I began to notice that Paul was using a lot of positive reinforcement with the boys. He would say "that's right" or "good" whenever Anicito figured out a new word. Anicito seemed to like this kind of reinforcement.

Going back to Pedro, they began to talk about planets. Both teacher and student seemed interested in the work. The teaching was task-oriented, but flexible. There was no tension or pressure. At one time Paul related the word corona (of the sun) to the same word in Spanish.

I sat down next to Anicito and showed him my camera. Although interested, he only looked at it for a minute. He wanted to get back to his work. He seemed highly motivated.

At 10:00 the boys went to classes and Paul and I moved outside to a well-equipped mobile classroom where Paul worked each day with Mr. F. There were sixteen boys in this room -- no girls. Most of these boys had been having academic difficulties. It did not take long, however, to realize that the boys liked this room and that the teacher liked them. The class was divided into three groups. Paul worked with one group on spelling, Mr. F worked with another group on reading. A few other boys worked independently at the back of the room.

Paul had complete instructional responsibility for the group he was working with.

A wide variety of materials were available in the classroom. There were animal cages, two kilns, art work, displays, and a wide variety of books at different levels of difficulty.

The students in the class were all engaged in learning. They were attentive. Reading was conducted at what seemed to be the normal instructional level for the individual students. The materials was easy enough to be read without undue strain, yet difficult enough to provide a challenge. The teachers seemed to know their students and their instructional decisions were made with this knowledge in mind.

After observing the instruction for awhile, I sat down next to Juan who was doing a spelling lesson. He was from Puerto Rico. We talked about school and about an illness he remembered having when he was in Puerto Rico. This had been a close call for him. I worked with him on his assignment which he was anxious to get to. He was learning to spell words and use them in sentences. I had trouble myself finding a sentence which used the word "truly." "I love you truly." "He is truly my friend." These were the best I could come up with. As I thought about it, I realized that I hardly ever used that word myself. Why should Juan be studying that word which had no direct equivalent in Spanish anyway?

From class, we went outside into the main building, and then to gym. Mr. F. played volleyball with one group. Paul played basketball with the rest of them. The play was lively and good fun. When the period came to an end, one of the boys wanted me to take his photograph. Then his friends came over and they all wanted to be photographed.

Now it was time for lunch. We walked through the crowded halls to the lunchroom. On the way we were stopped by a teacher who wanted Paul to help her with some non-readers. Paul talked some about one of his students with whom he had developed rapport. This student had been quite distant for a long time. However, he asked Paul to help him clean out his attic. Paul agreed and spent half a Saturday doing this. A strange way to promote learning? It worked.

Paul had brought his lunch and ate hurriedly with one of the other interns and the team leader. Before leaving, he stopped by the office to discuss the problems of a student with another teacher. Then he left for the University. There was a mathematics class followed by a period for study in the student center.

There we talked more about the courses. Paul felt that the courses he was taking were very useful. He especially liked the readings and discussions which were part of a course on Latin American culture which he was taking. Paul then moved on to a class in philosophy, and finally one in curriculum.

The curriculum class had been applying a number of different philosophical points of view to curriculum construction. Their task was to develop several units on the same topic which would reflect the philosophical positions of Whitehead, Dewey, and others.

In summarizing this day in the life of an intern, it would be an understatement to say that it was a full day. On the other hand, it was rewarding. Paul probably went home tired, but he was able to carry with him a feeling of accomplishment.

The University

The program for the interns in the University is described in the Proposal as follows:

1. Certification

The University of Illinois at Chicago Circle is accredited by the North Central Association for the Accreditation of Colleges and Universities.* The University Council on Teacher Education is responsible for coordinating teacher education programs throughout the University and for maintaining relationships with the Chicago and the State of Illinois certification authorities. On recommendation by the University to the State Teacher Certification Board, graduates of teacher education curricula are eligible for certification in Illinois outside of Chicago. Graduates generally qualify for certification in other states and generally qualify to take the examination for the Chicago public schools. To be eligible for graduation and recommendation for certification, a student must be enrolled in an approved program in teacher education. Graduates of curricula approved by the Council on Teacher Education are eligible for admission to the graduate college of most institutions that offer majors in the student's first or second field of specialization or in the professional areas of education.

The State of Illinois requires 16 semester hours of professional education for a Standard Elementary School Certificate and Standard High School Certificate. The City of Chicago requires 20 semester hours of professional education for a comparable Regular Elementary Certificate and 18 semester hours of professional education for the Regular High School Certificate. Teacher Corps interns will be enrolled in the Cooperative Program in Urban Teacher Education, which meets these certification requirements.

A. State of Illinois Standard Elementary School Certificate (K-9)

Professional Education	16 Semester Hours
1. Educational Psychology (including Human Growth and Development)	2
2. Methods and Techniques of Teaching at the Elementary Level	2
3. History and/or Philosophy of Education	2
4. Methods of Teaching Reading	2
5. Student Teaching - grades K-9	5

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* Accreditation of the University of Illinois, Urbana, by the North Central Association, covers the operations at the University of Illinois at Chicago Circle. This year the North Central Association is conducting a separate accreditation survey for Chicago Circle which is scheduled for May 1970 review.

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Professional Education (con't)	16 Semester Hours
6. Electives in professional education may be taken from the above fields and/or guidance, tests and measurements, and instructional materials to total	16

*Note: Those who have had five semester hours of student teaching above grade nine and who have had successful teaching experience are not required to take another student teaching course at the elementary level.

B. State of Illinois Standard Secondary School Certificate (6-12)

Professional Education	16 Semester Hours
1. Educational Psychology (including Human Growth and Development)	2
2. Methods and Techniques of Teaching at the secondary level or in a teaching field	2
3. History and/or Philosophy of Education	2
4. Student Teaching - grades 6-12	5
5. Electives in professional education may be taken from the above fields and/or guidance, tests and measurements, methods of teaching reading, and instructional materials to total	16

*Note: Those who have had five semester hours of student teaching below grade six and who have had successful teaching experience are not required to take another student teaching course at the secondary level.

C. Chicago Regular Elementary Certificate Requirement (Primary: K-3)

Professional Education		20 Semester Hours Minimum Semester Hours
1. Educational Psychology, Child Psychology, or Human Growth and Development		2
2. Teaching Methods course in: Arithmetic) Language Arts) Science) Social Studies)	any three	6

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Professional Education	20 Semester Hours
3. Philosophy of Education	2
4. American Public Education	2
5. Student Teaching at the K-P Level	5

D. Chicago Regular Elementary Certificate (Intermediate and Upper Grade: 3-6)

Professional Education	20 Semester Hours Minimum Semester Hours
1. Educational Psychology, Child Psychology, or Human Growth and Development	2
2. Teaching Methods course in: Arithmetic) Language Arts) Science) any three Social Studies)	6
3. Philosophy of Education	2
4. American Public Education	2
5. Student Teaching at the Elementary Level	5

E. Chicago Regular High School and Grades 7-12 Certificate

Professional Education	18 Semester Hours Minimum Semester hours
1. American Public Education	2
2. Principles or Philosophy of Education	2
3. Adolescent or Educational Psychology	2
4. Methods of Teaching in the Secondary Schools	2
5. Student Teaching in Grades 7-12	5
6. Electives in Professional Education	0-5

2. Baccalaureate Degree Requirements

The Teacher Corps interns are to be enrolled in the Cooperative Program in Urban Teacher Education, an experimental teacher preparation program approved by the Educational Policy Committee of the College of Education of the University of Illinois at Chicago Circle.

A. Interns enter the College of Education in their junior year with the equivalent of 90 hours of credit.

B. The Educational Policy Committee of the College of Education has voted to waive the present admissions requirements for all graduates of approved junior colleges. Incoming junior college graduates will be automatically admitted to the College of Education upon application.

C. The College of Education admissions requirements will be waived for all Teacher Corps recruits who have not graduated from an approved junior college, but whose credentials include the essential qualifications for the teacher preparation program:

Spanish-speaking; resident of Pilsen, Heart of Chicago, or South Lawndale; the equivalent of 90 quarter hours of credit; interest in teaching as a profession; and commitment to teaching in his community schools.

D. The Teacher Corps interns pursue a two-year program leading to the Bachelor of Arts degree in Elementary Education and teacher certification in secondary education. A minimum of 180 quarter hours, encluding physical education, is required for the Bachelor of Arts degree in Elementary Education.

Entering as a third-year student, the Teacher Corps intern will take the required education courses through the Cooperative Program in Urban Teacher Education and complete the other degree requirements.

A more flexible format for the formal education courses has been developed to allow greater individualization of instruction and to permit a Teacher Corps intern to meet competency levels at his own pace. Differential assignments and practicum opportunities suited to the varying professional growth rates of each intern are planned.

The Teacher Corps interns have a variety of teacher models: the team leader, five consulting teachers, the University supervisor, University and College of Education professors, and their peers. Among all the participants, interaction in the learning center fosters a close relationship among the members. The intern observes each as a learner, a contributor of ideas, a teacher, and an evaluator.

Differential assignments and practicum opportunities require a greater emphasis on self-evaluation. Each member of the learning center contributes his perceptions of the intern's professional growth from his particular frame of reference. This gives the intern feedback from many sources to consider in his self-evaluation.

UNIVERSITY INSERVICE PROGRAM

The University inservice program will be implemented and evaluated by the College of Education and the learning centers in the schools. The two-year program leads to a Bachelor of Arts in Elementary Education and certification for teaching in elementary schools or the Bachelor of Arts in the College of Liberal Arts and Sciences and certification for teaching in the secondary grades.

1. Teacher Preparation Portion of the Inservice Program

The Corpsmember, enrolled in the Cooperative Program in Urban Teacher Education segment of their academic program, will have the benefit of a twice pilot-tested model of a teacher preparation program. Explicit in the model are the mechanics for staff and teacher candidate involvement in program planning and evaluating, through the employment of the differentiated task force in learning centers.

The required education courses for teacher certification and the internship program in the school and community are carefully coordinated. Serving as extensions of the university classroom, the school and community represent the laboratory for carrying out all academic requirements, for testing instructional hypothesis, and for self-directed projects.

A. Inservice Schedule

Fall Quarter: 1970-1971

A.M. - Monday through Friday	P.M.
Laboratory: Learning Center Community Education 275 (2 credits)	M-W: Seminar Education 170 & 210 (8 credits) LAS Course (4 credits)

Winter Quarter: 1970-1971

A.M.	P.M. - Monday through Friday
M-W Seminar Education 230-250 Education 235-250 (8 credits) LAS Course (4 credits)	Laboratory: Learning Center and Community Education 275 (2 credits)

Spring Quarter: 1970-1971

A.M.	P.M. - Monday through Friday
M-T-W: Seminar Education 221 Education 261 (8 credits) LAS Course (4 credits)	Laboratory: Learning Center and Community Education 275 (2 credits)

Summer Quarter: 1970-1971

2 LAS Courses (8 credits) Community Project - Education 275 (2 credits)

Fall Quarter: 1971-1972

A.M. - Monday through Friday Student Teaching: Education 270 (6 hours credit) + Seminar	P.M. M-W Seminar Education 245 (4 credits) LAS Course (4 credits)

Winter Quarter: 1971-1972

A.M. Music 250 (4 credits) LAS Course (4 credits)	P.M. - Monday through Friday Student Teaching: Education 270 (6 hours credit) + Seminar

Spring Quarter: 1971-1972

A.M. - Monday - Friday Laboratory + Seminar in Learning Center and Community	P.M. LAS Requirements

Summer Quarter: 1971-1972

Completion of Bachelor degree requirements as necessary

B. Teacher Preparation Course Description

170. Educational Foundations. 4 hours. The philosophical, historical, and social forces influencing current issues and practices in American Education; their relevance in understanding the role of the teacher. Prerequisites: Psych. 100 and 60 hours of work.

210. The Educative Process. 4 hours. An interdisciplinary study of the biosocial and psychological factors influencing learning processes; the application of behavioral sciences knowledge to understanding the individual learner in the educative process. Prerequisites: Ed. 170 or the equivalent.

221. Children's Literature. 4 hours. A survey of children's literature from the seventeenth century to the present. Emphasis on the classics and present day literature; methods of selection; using literature with children.

230. Curriculum and Instruction in the Secondary School. 4 hours. Basic principles of curriculum development, organization of learning experiences, the basic concepts of teaching. The application of the principles prepares the student for responsibilities in curriculum planning and classroom instruction in his fields of specialization. Prerequisite: Ed 210.

235. Curriculum and Instruction in the Elementary School. 4 hours. Active investigation of the general dynamics of curriculum development at the elementary school level; special emphasis on research and synthesis in developing and coordinating the classroom experience. Prerequisites: Ed 170 and 210.

245. Creative Teaching in Elementary Schools. 4 hours. An exploration of the principles and processes of creativity with emphasis upon implications and applications for creative teaching. A creative approach to curriculum planning, content of curriculum areas, teaching, and learning will be stressed. Prerequisites: Ed 221 and 235, Art 204, Mus 250, and PEW 220 and 221.

250. Educational Evaluation. 4 hours. Theories and methods of evaluation: the assessment of individuals, groups and educational institutions in the attainment of educational objectives. Prerequisites: Ed 230 or 235 (Waived to CPUTE students.).

261. Teaching Reading in Elementary School. 4 hours. The nature of the reading process, relationship of reading to child development and its place in the total school program. Prerequisites: Ed 230 or 235.

265. Teaching of Reading in Secondary Schools. 4 hours. The nature of the reading process and developmental needs of adolescents in order to perceive the importance of reading instruction at junior and senior high school levels. Prerequisites: Ed 170, 210, and 230.

270. Educational Practice with Seminar. 12 hours. The professional quarter of practice teaching; including a weekly seminar, to meet certification requirements for teaching in the secondary school. Prerequisites: Ed 250, admission to advanced standing and recommendation of the department of specialization.

275. School and Community Participation. 1-2 hours each quarter in conjunction with courses in the professional education sequence - maximum hours up to 10. Professional laboratory experiences in elementary and secondary schools and their immediate neighborhood to prepare students for practice teaching.

The program was operated essentially as described. However, since the average intern had a full day indeed, the few interns entering with less than the required number of courses were hard pressed. For example, during the summer quarter of the first year, one of the interns had to take a course load of twenty-eight hours and make up incompletes for earlier quarters in order to keep up and fulfill the requirements of the University and Teacher Corps for graduation within the two-year period. This intern planned on taking twenty hours a quarter for each of the subsequent quarters.

Some of the departments at the University contributed some new thinking to the course structure for the interns. For example, physical education developed a course, "Games for Children," half of which was conducted at the University and half at the Teacher Corps school. This helped to relieve some of the time pressures on the interns, as well as to integrate their classwork with their teaching situation. The school of music gave special emphasis to Latin American music in one of its courses for interns. Six of the interns were required to take non-credit rhetoric courses. Several had severe reading difficulties and about one-third felt that increased reading skills would help them proceed at the pace expected of them. A few of the interns were not adequately fluent in Spanish. This was expressed by the interns as well as by one of the principals. University Spanish courses were not exactly suited to the needs of these interns. Classical Spanish, of course, was not what they needed. What was needed was a course to help Anglos to communicate with Spanish children. Some of the Latin American interns would benefit from a course aimed at formalizing colloquial Spanish and elaborating upon it.

Thus, although there were some curricular responses to the Teacher Corps program from the University, these responses could have been more extensive than they were.

An Analysis of Participant Perceptions of the University

In March and May, respectively, of the first year, interns and a comparable group of CPUTE students were given the CUES (College and University Environment Scales). CUES, first developed in 1963, sought to assess student perceptions about salient features of college life: facilities, rules and regulations, faculty, curricula, and extra-curricular organizations. It consists of 160 items such as:

1. Students almost always wait to be called on in class

or

2. Professors are rarely called by their first names.

A complete set of the items as well as the responses by both the interns and the CPUTE students may be found in Appendix A. This appendix not only lists each of the items, but also shows the percentage of the subjects who responded to each item.

There are seven subscales on the CUES: Scholarship, Awareness, Community, Propriety, Practicality, Campus Morale, and Quality of Teaching. The words may be somewhat misleading in describing the scales. Therefore, it is recommended that the Appendix be examined closely since the items are listed by subscale.

No individual scores are obtained on the CUES. An item is marked positively if it is responded to positively by 66% of the respondents, and it is scored negatively if it is responded to as true by less than 33% of the respondants. Thus, items which are responded to in approximately equal numbers neither add nor subtract from the subscale score. The idea behind this convention is that the test maker wants to record only those responses upon which there is substantial consensus.

One problem which might concern a casual reader of the CUES instrument is the fact that some of the items seem to apply only to a few colleges, and not to all. For example, items about dormitories and dormitory life would not apply at the Chicago Circle Campus. However, these questions are answerable. For example, the answer to question 42, "Most student rooms are pretty messy" is clearly "no" since there are no student rooms on campus. The authors of CUES are aware of this problem. The availability of norms for comparison are an advantage which outweighs whatever small refinement might be obtained by modifying the test for the particular situation.

The responses of the subjects to CUES may be seen on Table 4. It is quite interesting to note that both the Teacher Corps intern responses and the CPUTE responses were approximately parallel. The main difference was that the CPUTE students rated the University lower on scholarship and quality of teaching than did the Teacher Corps interns. It is possible that the Teacher Corps interns, feeling severe academic pressures, were less prone to be critical of academic standards. It also may be because they did receive more individual attention and tutoring than the CPUTE students.

The characteristics identified by CUES seem to be general throughout the University, and not specific to the school of education. In a

Table 4 1970 - 1971

CUES II SCALE SCORE PROFILE

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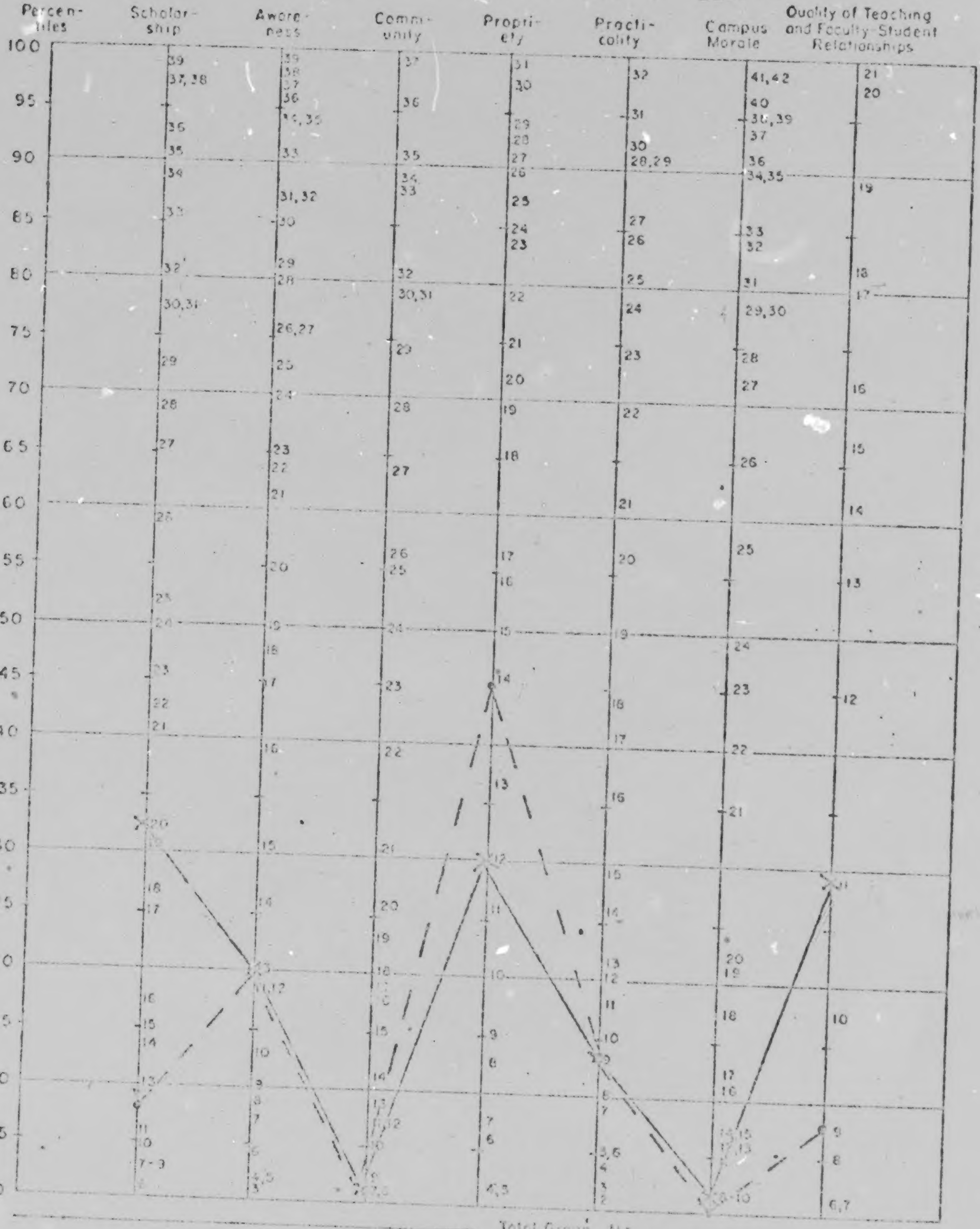

________________ Total Group N= ________

________________ Subgroup 1 N= ________

________________ Subgroup 2 N= ________

________________ Subgroup 3 N= ________

________________ Subgroup 4 N= ________

This profile is adapted from Table 9, pg 30, Table 13, pg 34, & Table 15, pg 35 in the CUES, Second Edition Technical Manual, College & University Environment Scales, Second Edition. Published and Distributed by Institutional Research Program for Higher Education, Educational Testing Service. Princeton, New Jersey 08540

________ = Teacher Corps

— — — — = CPUTE

study made of students in a special University program affecting all departments, almost identical results were obtained (see Table 4a). In this study, grade point average seemed to affect the scholarship and the quality of teaching variables in the same manner observed in the Teacher Corps study.

A second observation to be made is that the scores were in general quite low. This suggests dissatisfaction with the University environment. Perhaps the nature of the University as currently perceived as being a commuter college leads to this perception of lack of warmth and poor morale. In an urban university where the doors are locked each evening at 5:00, and there are few social areas associated with specific academic facilities, it may be that such feelings are likely to develop.

Perhaps most interesting of all is the fact that both profiles resemble profiles of engineering schools (labeled ES) much more than they resemble profiles of Teacher Colleges (labeled TC) when compared to national norms. (displayed in table 5) Thus it seems incumbent on project staff to study the item responses in the Appendix to determine whether or not these responses suggest changes which they might wish to make in the program.

Table 4b shows 1971-72 increases for Teacher Corps in perceptions of scholarship, awareness, propriety, practicality, morale and quality of teaching. The CPUTE profile remained about the same.

Table 4a

CUES II SCALE SCORE PROFILE

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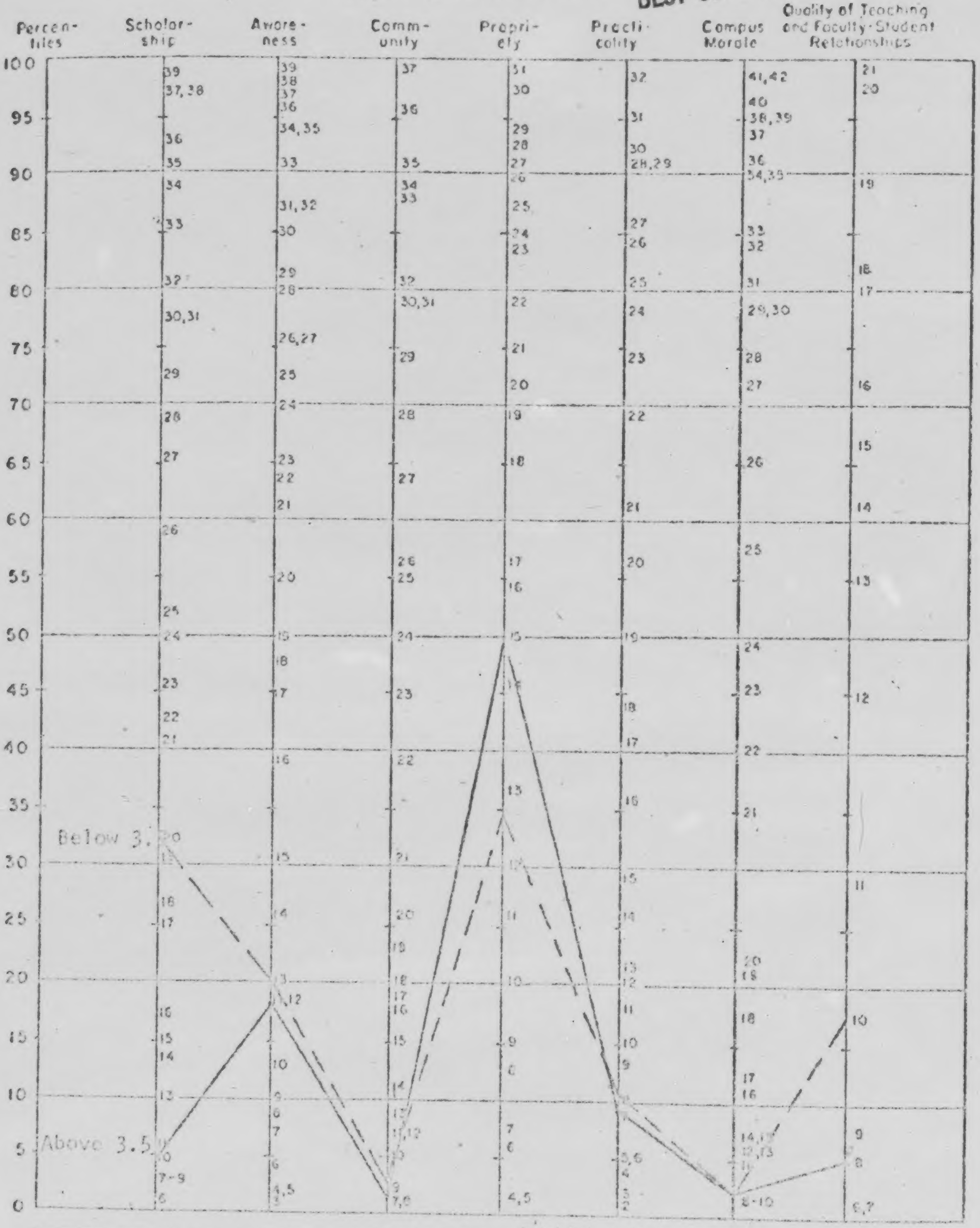


Total Group N= ____________

Subgroup 1 N= ____________

Subgroup 2 N= ____________

Subgroup 3 N= ____________

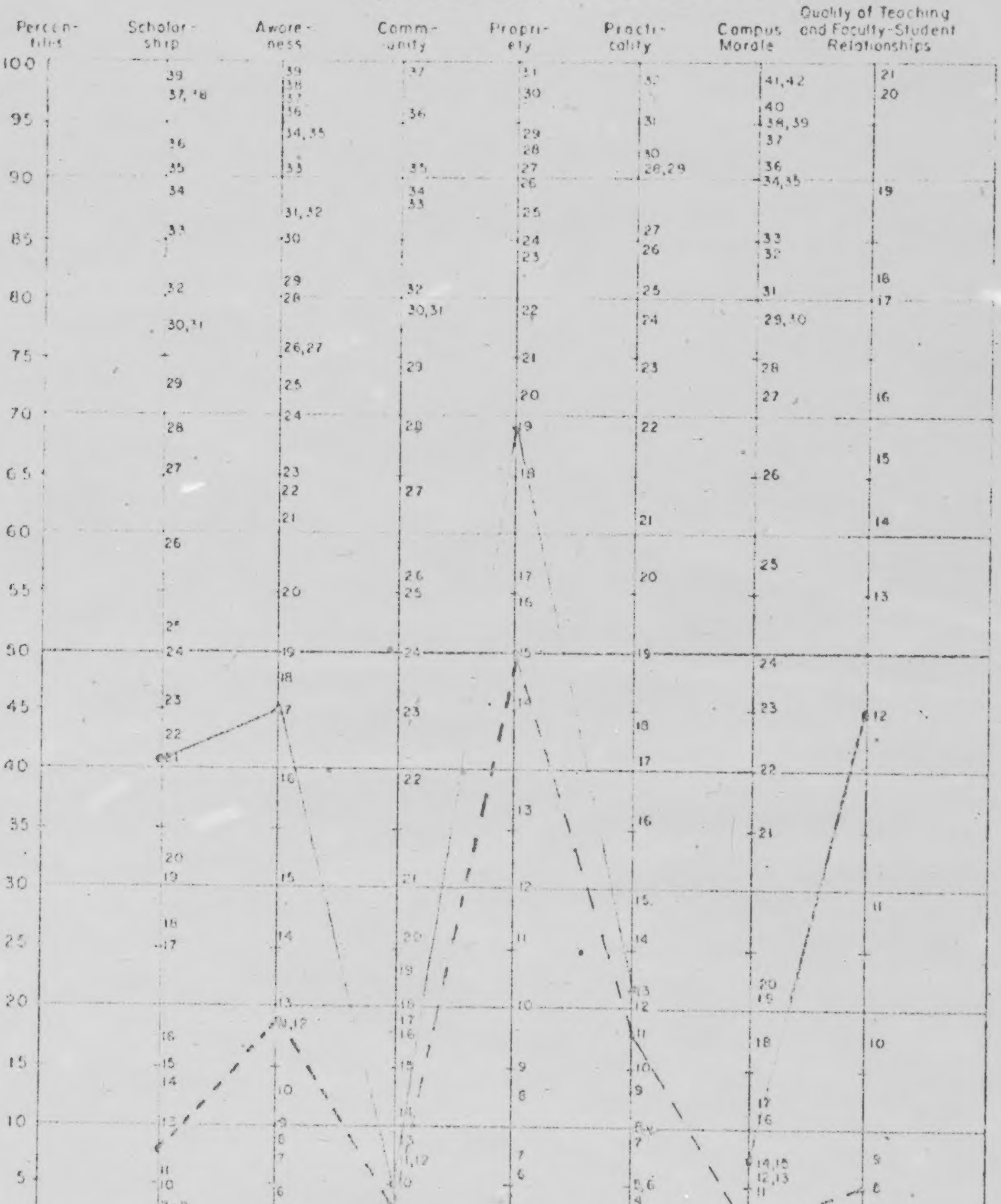
Subgroup 4 N= ____________

This profile is adapted from Table 5, pg 20, Table 13, pg 34, & Table 15, pg 35 in the CUES, Second Edition Technical Manual

College & University Environment Scores, Second Edition. Published and Distributed by:
Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540

Table 4b

CUES II SCALE SCORE PROFILE



Total Group N= ______

Subgroup 1 N= ______

Subgroup 2 N= ______

Subgroup 3 N= ______

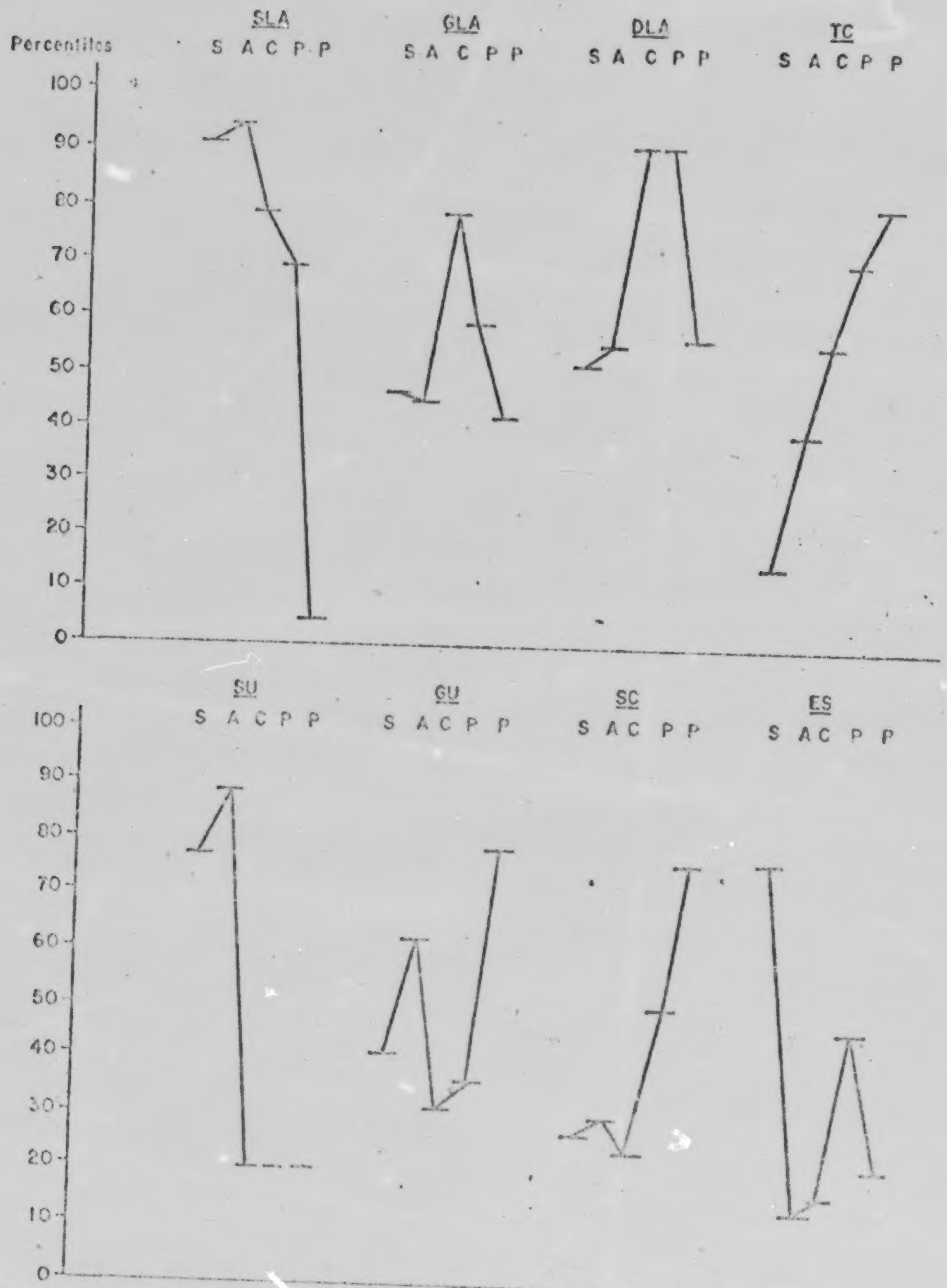
Subgroup 4 N= ______

This profile is adapted from Table 5, pg 20, Table 13, pg 34, & Table 15, pg 35 in the CUES, Second Edition *Technical Manual*

College & University Environment Scales, Second Edition. Published and Distributed by
Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540

Table 5

*College profiles**



*Order of scales: Scholarship, Awareness, Community, Propriety and Practicality

The Program in the Community

Not only were interns selected from the community, they were also brought into close contact with it through numerous community activities. The proposal describes the anticipated community activities as follows:

1) *Community Activities*. The intern will spend the first few weeks exploring the various health agencies serving his community. He will make the acquaintance of the staff who serve the community. Such agencies as the Pilsen Mental Health Center, Illinois State Pediatric Institute and Neuro-Psychiatric Institute will be investigated.

   The third and fourth weeks will be spent in familiarizing the interns with social work agencies operating in the community such as the Neighborhood Organizations, Chicago Park District, Boys' Clubs, and scout groups.

   The fifth and sixth weeks will be spent in familiarizing the interns with the churches serving the community. This should include gaining a knowledge of the activities being offered community members and the churches' involvement in community self-help projects.

   The seventh and eighth weeks of the first quarter will be spent in becoming acquainted with community organizations, such as ALAS.

   The ninth through the eleventh weeks of the fall quarter will be directed at gaining knowledge about the informal group structure in the community. At the end of this period, the interns should be able to:

   a. Direct community members to the appropriate agencies for assistance.

   b. Identify the power structure operating within the community and power influences operating on the community from the outside. Where needed, the intern can refer problems of community members to the appropriate power source for action.

   c. Define a specific community problem that is not being dealt with and prepare to work with members of the community to resolve the problem, e.g., setting up after-school English speaking classes for newly arrived immigrants; organizing soccer teams and conduct playoff programs; setting up an ombudsman

> office to help individuals in the community refer their problems to appropriate agencies; arranging for parents to teach conversational Spanish to the teachers; organizing teams for mothers to form pre-school activities for the children; bringing several service agencies together to focus attention on a specific problem requiring cooperative action, etc.

During the winter and spring quarters of the first academic year, the intern will continue to develop his community project. He should use the community involvement project as a means of gaining greater insight into the "hidden curriculum" of the children he works with in school. He will systematically collect the information to use in the study of curriculum and instruction. In addition, the intern, in concert with the learning center team, will develop a plan for evaluation of his community project.

At the end of the first internship year, each corpsmember should be involved in an operational community project, as an overall objective. Supporting objectives are to:

a. Stabilize membership of the project.

b. Keep data on events and progress of project.

c. Involve membership in the governance of the project.

d. Review problems and work with members toward their resolution.

e. Work toward community responsibility for the project, i.e., the intern's leadership role should gradually be transferred to community members.

f. Use social and other agency resources in the community to assist either with carrying out the project or with individual membership problems.

g. Submit an evaluation report at the end of the first internship year.

These activities were carried out during the year. Much of the concentration on community service occurred during the summer. A sample of the summer projects which the interns participated in were:

1. Worked in the Day Camp and Nursery Program at the Douglas Park Church of the Brethren. Also spent two hours per week instructing the Adult English Class at the church.
2. Taught five hours per week at the Adult English Class at the Douglas Park Church of the Brethren. Also worked on street with teenage groups of boys.
3. Taught 5-6 hours per week at the Adult English Class. Also tutored private families in the North Lawndale District around the Plamondon School.
4. Worked at St. Vitus with NYC workers. His activities were quite fluid, depending on the needs of the group.
5. Worked at St. Vitus in the NYC program. She taught a charm class and arts and crafts to the girls.
6. Gads Hill Outpost. He worked with the employment agency tracing down clients who had been registered.
7. Worked at Casa Aztlan. She taught arts and crafts to two groups: 10 seven-year-olds and 8 NYC workers.

The Project Advisory Council developed the following policy to clarify the requirements for intern community participation. This was an important step since a few of the interns did not fulfill their obligations for community activity.

Community Work Policy (Summer, 1971)

1. Each intern must submit plans for a minimum of 10 hours weekly of community work (exclusive of travel and preparation time) to the Volunteer Component Coordinator, Juan Morales, by Friday, June 2nd. Approved plans become effective on Tuesday, July 6th.
2. A weekly report must be submitted to the intern's team leader accounting for at least 10 hours per week of actual community work.

   The previous week's report will be forwarded from the team leaders to the Coordinator of the Volunteer Component by noon each Monday.
3. Community work is to be considered one-half of the summer work load for computing the interns' salaries.

Each 3 hours of absence from the approved community assignment will be counted as one-half day of absence.

During the summer program period, interns will not be paid for time absent beyond two half-days, which are allowed for personal reasons at the discretion of the intern.

Accumulated absences of 10 hours for any intern will be reported to the Intern Council.

More than 5 half-days (15 hours) of accumulated absence from the community assignment for any reason will automatically result in review of the intern's status in the program by the Project Advisory Council.

Intern Response to the Program.

Two assessments of intern responses to the program were made. In October, a set of open-ended questions were posed to the interns and they answered these in writing. Their responses were as follows:

REPORT ON INTERN RESPONSES TO OPEN ENDED QUESTIONS

Twenty-six interns out of a total of thirty-one (84%) responded to the open ended questions in some way. Responses were distributed by schools as follows:

School	Number Responding	% Responding
A	2	40%
B	5	100%
C	5	100%
D	3	60%
E	6	100%
F	4	67%
Not identified	1	
Total	26	

Questionnaires were turned in primarily during October, 1970.

Responses all over could be classified as follows:

Question #39 asked, "What other duties should be assigned to teacher interns?" There was no noticeable pattern of responses by school. Therefore, the responses will be grouped together. Fourteen of the interns (54% of respondants) either stated that they had enough duties, or did not suggest any additional ones. As one intern stated, "If you spread yourself too thin, you don't accomplish as much as you would with eliminated duties." Another stated, "I believe I have more than enough. Any simplification of duties we already have would be greatly appreciated." On the other hand, 46% of the respondants did suggest other duties. Two of them wanted more activity in the community. Four wanted to have additional class responsibilities. As one of these respondants stated, "Teacher interns should be assigned duties within the classroom that would really make the teacher feel that one is taking over." One intern wanted to sit in on University meetings related to planning the curriculum for the interns.

Question #40 asked what the interns believed the major contribution of the Teacher Corps program would be. Again, these responses were not noticeably different by building. Three persons did not respond to this question. Of the remaining twenty-three, ten (44%) viewed the Teacher Corps as an agency for change in the school which would promote new methods of instruction and fundamental reorganization. Responses included such statements as "putting into practice new teaching methods, new ideas, continued research for new ideas in teaching;" "set up guidelines for decentralization of the school system;" "new methods and new ideas will be brought into the school." Six (26%) of the responses emphasized the need to teach about the cultural heritage of Mexican American students. Six other respondants (26%) emphasized the ability of the Teacher Corps interns to serve as a link between the school and the community. By far the largest number, fourteen (61%), viewed the Teacher Corps as a program for introducing into the school, teachers with improved skills, better understanding of their pupils, and better qualifications. These comments seemed to contain suggestions of the greatest immediate impact on children and included: "To give the school teachers an idea of what Mexican-American children should be," "Enabling students to achieve more through intensive and individualized tutoring," "To help those students having trouble with the English language," "The teachers are becoming more aware of the children as people and not just receptacles for assorted data," "Extra care, attention, teaching, understanding, and love given to children," and "Making coming to school a pleasure, perhaps an adventure, by letting the kids know that teachers are people who care."

Question #41 asked the interns to state what they believed were the major learning problems of most pupils in their building. Again there was little difference across schools. The major problem was the problem of reading and language. This was mentioned by thirteen (50%) of the twenty-six responding teachers. Lack of empathy or cultural understanding by teachers was mentioned by two of the interns. Lack of facilities or materials was mentioned by five. Miscellaneous problems mentioned one time were lack of teacher creativity, irrelevance of content, boredom, lack of motivation, and repressive means of control.

Question #42 was concerned with problems limiting the effectiveness of the educational program. Here there were definite consistencies within some of the schools. In Building C, three of the five respondants complained of the drabness of the building and the need for an auditorium. They also did not like the school climate. In Building F there were consistent statements of concern from all respondants about the need for more attention to the origins of the students and the cultural differences between the parents and the teachers. None of these concerns were mentioned extensively in the other four buildings. Respondents in Building E had few complaints, and acknowledged the cooperation of the school administration. An overall analysis of all the responses were distributed as follows: Concern for discipline was mentioned three times. Lack of facilities or appropriate space was mentioned seven times. School-community differences were mentioned five times. Difficulty in developing interest by students was mentioned three times. Miscellaneous problems mentioned one time were: the time limit--the school day should be longer; lack of communication between the University and the Board of Education.

In summary, the interviews suggested that the greatest concerns of the interns were related to cultural and language problems. Additional facilities were needed, as well as a greater willingness to change. A small majority of the interns felt that they needed no additional responsibilities, or that they already had too many. Forty-six percent, however, reported things they would like to do in addition to their present assignments. The Teacher Corps program itself was viewed as a means of providing a new kind of teacher for the schools -- a teacher with insights into the problems of students with Latin backgrounds, and a teacher with the best technical skills and methods.

Transactional Evaluation

In September, 1971, after approximately one year of the program, a transactional evaluation was conducted with the interns in order to obtain their reactions to the program.

Transactional evaluation instruments (Rippey, 1972)[11] utilize items submitted by the persons being evaluated. The results of this evaluation are shown in the table which follows. A discussion which followed in the general Corps meeting did not produce much reform in the program. However, several special seminars were held with consultants. The seminar on child development with Uvaldo Palomares was well received by most interns. Some new course content was added to the program. Alternate week social gatherings for interns and staff were instituted.

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[11] Rippey, R. *Studies in Transactional Evaluation.* McCutchan, Berkeley, 1972, 320 pp.

EVALUATION QUESTIONNAIRE, TEACHER CORPS INTERNS, SEPTEMBER, 1971

Please indicate the degree of your agreement or disagreement by marking (circle) the appropriate letter next to the item.

A = strongly agree
a = agree

D = strongly disagree
d = disagree

	A	a	d	D
1. A problem is the lack of education courses that would enable me to educate a heterogenous group like the Chicanos, who are such diverse people. Courses that I would have liked: 1. Psychology of La Raza 2. Cultural conflicts in education of the Mexican-American children 3. Family life-styles of Mexican-Americans 4. Integration of curriculum in the urban school 5. How to implement cultural ideas, stories, songs, into integrated lessons.	13	3	3	
2. I have not acquired the education so urgently needed. The experiences that I have experienced in Teacher Corps among the interns has been satisfactory, but with respect to the experience with the administration, I cannot say the same.	7	6	2	3
3. The education courses really didn't help me much.	4	9	4	2
4. At the community, I did my share during the summer, but where were the other interns? Interns were supposed to help each other. Where was the help, when we need every help to set up the programs in the community?	6	5	1	5
5. Lack of communication is a problem.	7	9	2	1
6. My experience was beneficial because creativity and motivation have been emphasized.	5	3	8	2
7. The University of Illinois/Chicago Circle is the problem!	5	4	5	5
8. The biggest problem facing Teacher Corps in my training in the public school is the weak cooperation some experienced teachers present. That is to say that often teachers are qualified and teach with quality, but will not cooperate with Teacher Corps.	3	3	8	3

	A	a	d	D
9. I've learned to become a better person, thus hopefully a better teacher.	4	8	2	3
10. We need more unity and understanding.	9	7	1	
11. Nothing has been done to make us real proficient teachers. The blind have been leading the blind.	4	4	7	1
12. Training needed: skilled teachers who can teach, giving their ideas to vital questions like: 1. How do you captivate a class? 2. How do you help the problem child? 3. How to function in certain subject areas.	6	8		2
13. There is more need for skilled tutors.	5	9	3	1
14. I have been given so much work since I entered Teacher Corps that it surprises me that I have lasted this long.	5	7	3	1
15. My experience has been a distressing one, to say the least. As the old saying goes, "You've got to see it to believe it." Charles Silberman is very accurate in calling it mindlessness.	6	4	2	3
16. I need help with techniques, if there are any, of maintaining discipline in the classroom. I have heard of things such as "Behavior Modification" which might change the character of some undisciplined students. I would like to know what the above means.	6	9	1	1
17. A problem is my lack of bilingual training.	3	7	5	4
18. I need a complete understanding of the Latin culture and courses on Latin America.	5	4	7	2
19. A problem is the lack of communication -- channels, etc.	5	10	2	1
20. I need more training to deal with cultural problems and peoples.	5	6	5	3
21. The need to reach out to the people of which we are concerned and have them reach back is important.	7	10	1	

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		A	a	d	D
22.	The school and community experiences have added greatly to the all round effect of my experiences.	8	8	3	
23.	My training was too crammed. I mean there was too much to do in too little time.	6	10	1	2
24.	I need experience!	5	4	8	2
25.	Selection should be more selective. Recruitment procedures should be more thorough, that is, limitations and qualifications should be checked out and strictly adhered to.	11	6	1	
26.	My experience in the Teacher Corps so far has been good.	5	6	5	2
27.	As a new teacher I feel I don't have enough information on the type of people I am going to teach.	3	3	7	4
28.	The program lacks good organization and communication.	8	6	4	1
29.	We need more courses directed towards the understanding of the inner-city child.	10	7	2	
30.	I need materials to try out creative ideas I might have. The $50 stipend goes far, but not far enough to realize the maximum.	11	6	1	1
31.	At the University, studies are only fair.	2	5	8	
32.	There is a lack of communication between U of I and interns.	6	9	2	1
33.	My experiences with the staff and principal of school leave something to be desired. Too many inconsistencies with regards to rules, what was accepted as proper procedure for discussing problems.	2	6	8	2
34.	I enjoy classes though I find the 10 weeks too short a time to fully understand each subject.	7	5	4	1
35.	Lack of experience in bilingual education, plus some lack of concern in a fellow team-mate, hinders the development of a "together" program at our particular school.	2	7	4	1

		A	a	d	D
36.	The program as a whole suffers from domination from administration, rather than support and control from the communities in which we teach.	9	2	4	2
37.	We need more time to share teaching ideas and experiences with fellow interns. We could learn a great deal from one another, but there is no time provided for such exchange.	11	7		1
38.	My experience so far has been extremely fruitful.	5	5	6	2
39.	In the community, the experiences have also been helpful and rewarding.	7	7	4	
40.	Experiences with the administration have been exciting, but not always rewarding.	4	9	1	3

In December, 1970, twenty-five interns were interviewed by members of the Office of Evaluation Research staff. The results of these interviews give insight into the early impressions of the interns regarding the program. The interns were again interviewed somewhat over one year later in January of 1972. The results of these interviews are shown below. Although fewer activities were reported, the activities reported represented more traditional teaching roles in 1972 than in 1971. Observations made in the classrooms at the time of the interviews reported that the interns seldom were given primary responsibility for teaching for any substantial periods of time.

As a result of this report to the director, team leaders were asked to make certain that interns had more intensive classroom activity. This directive was carried out to some extent, but not uniformly in all schools. The evaluator must still express concern about the actual amount of classroom practice experienced by interns as compared to the amount of time spent in classrooms. After 1 1/2 years, many interns were still primarily observing and tutoring. This is not teaching as it is. Cooperating teachers needed to let go more; interns needed to take more initiative for instruction.

Examples:

Intern A -- After 1 1/2 years in class, had the responsibility for tutoring just one child.

Intern B -- Main activity after 1 1/2 years -- observation.

Intern C -- Told by cooperating teacher he was not needed; did not come to the school, spent some time picketing one of the schools.

Of course, over half the interns carried substantial teaching responsibilities quite effectively. However, the percentage of the minimally involved was too high.

INTERVIEW GUIDE FOR TEACHER-INTERN

25 Interns

1A. What activities are you engaged in at this time?

RESPONSE	1971 NUMBER	1972 NUMBER
Community Project	5	4
Reading	11	5
Phonics	2	1
Geography	1	1
Dictionary Skills	1	0
Lunch Room Duty	1	0
Teaching Alphabets	1	1
Christmas Assembly	7	1
Teaching Listening Skills	2	0
Housekeeping	5	0
Speech	2	0
Handicapped Children	2	0
Art	5	0
Discussion Groups	3	0
Spelling	5	1
Penmanship	2	0
Tutoring English Class	5	0
Tutoring Reading Group	8	0
Tutoring Word Attack Skills	5	0
Tutoring Non-English Speaking Children	6	2
Helping with Seat Work	2	0
Helping with Bulletin Board	4	0
Teaching Dances	1	1
Science	5	2
Audio-Visual Work	1	0
Recess Duty	4	0
Music	3	2
Tutoring Math	8	8
Writing Lesson Plans	3	0
Teach Whole Class	2	2
TESL	0	4
Distar Reading	0	2
Cultural Exchange	0	2
Teaching Latin American Culture and History	0	4
Teaching Social Studies	0	1
Working in Kindergarten	0	1

1B. Changes since first semester?

RESPONSE	1971 NUMBER	1972 NUMBER
More responsibility	14	1
More Contact with Class	2	2
No Change	1	0

2A. How would you describe the relationship between the intern and the team leader?

RESPONSE	1971 NUMBER	1972 NUMBER
Excellent	5	5
Good	12	14
Fair	5	5
Not Sure	0	0
Poor	2	1
Very Poor	1	0

2B. Principal?

RESPONSE	1971 NUMBER	1972 NUMBER
Excellent	2	5
Good	11	10
Fair	1	6
Not Sure	9	4
Poor	1	0
Very Poor	1	0

Note the reduction at the bottom levels.

3. How would you describe the relationship between the intern and the regular teacher staff?

RESPONSE	1971 NUMBER	1972 NUMBER
Excellent	1	9
Very Good	6	0
Good	5	9
Fair	7	2
Not Sure	4	1
Poor	2	0
Very Poor	0	0

Considerable improvement here.

4A. Do your activities have an effect on other teachers?

RESPONSE	1971 NUMBER	1972 NUMBER
Yes	13	19
No	3	3
Not Sure	7	0
Sometimes	1	3
Very Little	1	0

And some here; also.

4B. On the school as a whole?

RESPONSE	1971 NUMBER	1972 NUMBER
Yes	8	17
No	4	1
Not Sure	9	0
Sometimes	2	1
Very Little	2	0
No Response	0	6

5A. Are the courses you are now taking helpful to you in your activities?

RESPONSE	1971 NUMBER
Very Helpful	8
Helpful	14
Not Helpful	1
Not Sure	2

1972 RESPONSE	NUMBER
Culture courses good	12
Not really	4
Most ed courses relevant	1
Courses excellent except those taken as a TC group	1
Poly Sci and History too advanced to be helpful in lower grades	1
Music 250 helpful	3
PE 221 helpful	1
Ed courses not very good, but method courses helpful	1
Math and culture - not helpful now, but may be later	1
Creative Spanish, Ed 299 helpful	1
Yes - the more helpful courses are geared toward elementary education & methods	1

1972 RESPONSE	NUMBER
Yes	1
TESL courses very good	1
Children's lit beneficial	2
Methods courses idealistic, not realistic	1
PE waste of time to urban ed	1
Music courses poor unless music major	1
Poly Sci helpful	1

6. What is your evaluation of your experience to date?

RESPONSE	1971 NUMBER	1972 NUMBER
Positive	1	7
Negative	0	7
Not Sure	3	0
Satisfactory	1	0
Very Good Program	3	0

Not so good here.

1972 Evaluation of experience to date

All interns evaluated the experience positively, overall, but many noted problems with the program. Representative positive and negative comments follow:

Negative

Program misrepresented itself - expected an urban education multi-ethnic program - not a Mexican program.

Courses not relevant or helpful to teaching. (2)

Wouldn't do it over again.

Need more cultural courses and bilingual activities.

Program caused a lot of personal anxiety because of its disorganization.

Positive

Valuable experience, but not what anticipated or wanted.

Fulfilled aspirations to be competent teacher and change agent.

Has been a great experience.

Overall picture good - greatest experience has been learning to work with kids and to like them.

Gained a lot of experience - tried to apply university learning to class - really worked.

A good experience - doesn't make me want to be a teacher - want to start own school.

Rewarding to some extent - had to fight for relevance between university and the school.

7. What changes, if any, would you make in the program at this time?

1971 RESPONSES	NUMBER
A. More community involvement	2
B. More community projects	3
C. A and B	1
D. Teaching testing skills	2
E. Research methods	1
F. Give more credit for school work	1
G. Tailor the courses to meet the needs of the Mexican-American community	5
H. Better method of recruiting more information about the program and better selection of interns	1
I. Both G and H	1
J. More long range planning	1
K. Both J and H	1
L. Less work for interns	1
M. Better contact between school and university	1
N. Better relationship between interns	1
O. Not Sure	5
P. None	2
Q. No sensitivity training	1
R. More counselors	1
S. Have some courses meet in the community	1
T. Interview interns in their homes, not only at the university	1
U. Have program open only to Latins who speak Spanish and live in the community	1

1972 RESPONSES	NUMBER
A. Should have more bilingual classes	6
B. More relevance to community	4
C. Taxes should be deducted from checks	2
D. Not enough communication with the administration	2
E. Objectives for individual interns should be more flexible	2
F. More thorough screening of interns	3
G. Lighter course load at the university	2
H. Should avoid pure class courses - concentrate on seminar and field experience	1

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1972 RESPONSES (continued)	NUMBER
I. New interns should be clearly informed of goals and roles - then could make better decision on joining program	1
J. Not enough meetings	1
K. Should get a recommitment from Board of Education re: hiring after completing program	1
L. Would like to start student teaching the first year	1
M. Principals should be more aware of the program	1
N. The education courses should be related to what to teach in the schools	1
O. Team meetings should have started sooner	1
P. Should have let students rotate sooner	1
Q. Should have had at least a few objectives the first year	1
R. People going into a program geared to public education should be committed to ed - not using the program for political/social revolutionary purposes	1
S. Intensive courses in reading and child psychology	1
T. Better rapport between school and university	1
U. More university courses dealing with Mexican-American children	1
V. Team leader should be much more screened	1
W. More intern participation in administering program	1
X. Need more practical courses	1
Y. More experienced teachers in methodology and philosophy of education	1
Z. More teamwork between staff and interns	1
A1. Difficult because have had 3 directors	1
B1. Classes should be more relevant to 1972 - culture classes - too much history	1
C1. More need to know how to control students	1
D1. More time - pressured - no vacations	1
E1. Ask too much in student teaching first year	1
F1. Time schedule should be changed - selection of afternoon courses not very good	1
G1. Teacher Corps internal courses not too valuable	1
H1. Add a course on operation of Board of Ed - applying for jobs	1

1972 RESPONSES (continued)

1972 RESPONSES (continued)		NUMBER
II.	Need to improve bilingualism of interns	1
JI.	Classes in school should be given in both languages	1
KI.	Workload too heavy	1
LI.	Time limits intern - don't have time to develop the theory of education in the Latin community	1
MI.	More communications between intern-school-university	1
NI.	Teacher Corps unity - more selective of students in it	1
OI.	Interns should get more skills in interpersonal relations and behavior modification	1

More suggestions in 1972. Some complaints still the same.

The tabulation of responses is an adequate representation for all of the interview questions, except perhaps for item six on the intern questionnaire, 1971. The question was "What is your evaluation of your experience to date?" Here it seems that the interviewer notes are most descriptive of the spirit of the interns. Of the twenty-nine responses, two were predominantly negative, seven were either neutral or a mix of positive and negative responses and seventeen or 68% of those responding were positive. Even if one assumes that the five missing responses were all negative, a majority of the comments were still positive, and at most eight, or 29% would have been negative. If the five missing responses were positive, this would have been an extremely favorable response.

In addition, only one of the negative comments was particularly strong. This one comment indicated that the program was extremely poor.

> "The only value was in the school. The Teacher Corps staff did not keep its promise of distributing the minutes of meetings. Talk about course substitutions did not come through. The staff made decisions on selection which ran into trouble."

The other negative response simply indicated a desire for more instruction on teaching methods. However, it must be remembered that the interns are a varied group in all respects -- in academic training, in attitudes, and in political beliefs. Programs like the Teacher Corps intend to draw a wider range of individuals into areas of activity previously restricted primarily to a limited spectrum of our society. It would be unfortunate if programs with such an intent would view the diverse nature of their participants as a deficit rather than a blessing. The purpose of drawing new persons into a profession is to provide stimulation to the field, rather than provide the field with challenging subjects for retraining in the old ways. Conflicting value systems are likely to be encountered on many occasions. This is a potential strength, not a weakness of such programs. Feelings may be aroused, and anger may be expressed. That can be good. It can clarify. It can be dealt with.

Thus, although many of the responses to the evaluation were positive, it would be a mistake to assume that the entire iceberg was visible. For example, one of the interns, effective in the program, and quite competent, still had anxieties about the intentions of the university. These were real concerns and they were expressively articulated in the following poem:

Chicago Circle
U of I,
born in the shadows of the total lie,
you are here
but where am I?

SEO,
University Hall,
Education for everyone was on your walls.

Our homes went down,
and you went up,
but when my raza came you shut them out.

You said that you were for my people too,
but in six long years I see so few.

Chicago Circle,
U of I,
born in the shadows of the total lie,
you are here
but where am I...? 12

Jesus Negrete
OLAS

He wonders where other Spanish-speaking students are, and where they fit into the University's asserted commitment to the urban community. Yet his anxieties provide the basis for negotiation. The University's ability to respond to his questions and similar questions may someday contribute to the strengthening of both the university and the city.

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12 Printed in *Mi Sangre*, Vol. 1, No. 1. Official publication of the Brown Berets. September, 1971.

Representative comments in the neutral category were:

> "Good experience. I never thought I would fit into a program like this. I had a credit problem and am still uncertain about certification."

> "We have learned a great deal. Still, we need to develop new courses which bring in more information about the Mexican people."

> "Personally helpful. Some experiences negative, but have developed a new approach in dealing with Teacher Corps administration. Recruitment was poorly done. Not enough attention was paid to our suggestions."

> "Teaching is more complex and more work than I thought. The experience has made me more confident."

Other interns expressed generally positive feelings, but desired more work in phonics, more space for tutoring, and more prompt payments of stipends.

Another respondent, although generally optimistic complained that:

> "We as interns and the Teacher Corps staff have not been united on things that really matter. We have had lots of meetings, but no action was taken. ...I've found out that the principal has a lot to say in the school. I really didn't know it was so autocratic."

Another paper was extremely enthusiastic with the exception of one point -- a point which is not atypical.

> "It's changed my life. I never considered being a teacher before. Now I wouldn't want to be anything else. ...I also learned how to live without money for nine weeks when I didn't get paid."

Finally, one intern classified her comments as good ideas and bad ideas.

Bad ideas: Not enough communication, no intern council; staff should not interpret our opinions in meetings.

Good ideas: Community organization; children working with bilingual teachers; learning about the relationship between schools and the Board of Education.

The positive statements ranged from enthusiastic to superlative. One intern stated:

> "Excellent. I like the idea of experience in the classroom. I would still participate even if the stipend was withdrawn."

Another intern appreciated the coordination of various aspects of the program:

> "Experiences with the cooperating teacher and classes at the University all fit together. The Teacher Corps has given me the opportunity to do all this. It's great. I feel the desire to help me and our people."

Another pointed out how the program changed his whole career plan:

> "I was a school teacher in Mexico for nine years. I couldn't find a program like this in the United States, so I was a foreman here for sixteen years. When I heard of this program, I quit my job. I like to work with children. Education was my main interest. I want to give the children as much as I can. I am really happy with the program."

> "I am a Mexican-American and I never realized the need for Mexican American teachers before. I never heard of the word Chicano. I have learned a lot about my own people."

> "It's been great! I feel I am in a career that's really for me. I come to work with enthusiasm, time passes rapidly, and I'm sorry to leave at the end of the day."

> "I have enjoyed the program very much. I have tried to improve my teaching and try new techniques. I feel that the Teacher Corps is helpful to the school, the community, the teachers, and the students."

Several other respondents felt that the program was going to improve the programs in the schools. Thus, the feelings expressed in the interviews revolved around two poles: 1) the enthusiasm of the intern for his own experience, and 2) enthusiasm for the eventual improvement which the program would bring about in the schools. For example:

1) "It's really fabulous in terms of being a teacher, also in terms of myself as a human being, it has done so much. The experience we are getting should be part of the training for anyone going into teaching."

and as an example of 2) "It has a good chance of bringing about positive changes in education. We are more together ideologically, and are getting better training than the usual student teacher. There is solidarity among the interns about community control for education."

Other comments were: "A unique experience," and "It's fantastic. I feel like I really belong now."

Perhaps the general feeling is best summed up by the intern who said:

> "The program is a great asset to me. It's something I never dreamed of. It must have been sent from heaven. I get to finish my education and to help others. I went to college for two years in Puerto Rico. I'm thirty-seven and married. It is hard to go back after seventeen years away from school, but I was getting no place and now my family is proud of me. This is a blessing."

Chapter 5

The Classroom

Taped Student Classroom Climate Survey

In order to obtain a picture of how Teacher Corps classrooms appeared to the students, a taped interview was prepared and administered to students above third grade in all of the Teacher Corps classes and in selected non-Teacher Corps classrooms at the same grade level. The questions used on this questionnaire and a sample answer sheet may be found in Appendix B

The tape recording was made to standardize the asking of the questions, and to make certain that as many students as possible could answer. Both the questions and the directions were recorded in English and Spanish. The English version was recorded by a woman in the community who was hired by the Board of Education as a specialist in working with the bilingual students. The Spanish version was done by a Mexican exchange teacher in one of the schools. The instrument was pilot tested on several classrooms so that instructions and means of administration were practical. The instructions and the answer sheet were revised several times during this process. Special care was taken in developing the questionnaire so that students would not feel any concern about which language they preferred. This concern for being able to speak English well is impressed upon the children by their parents, and is quite noticeable in the classrooms.

Subsequent to administration, a multivariate analysis of variance was performed on the responses. Significant multivariate differences were found across both sex and whether the class was a Teacher Corps class or not. Once the multivariate significance was established, univariate stepdown tests of significance were performed on the items individually and the items shown on Tables 6 and 7 were found to be significant discriminators.

Table 6

Significant Differences (Stepdown Analysis) by Sex - Response for Females

1. I enjoy the class.
2. What I like best about the class is the teacher.
3. What I like least about the class is the students.
4. What I like least about the class is the work.
5. I make decisions about when and what I will study.
6. I usually understand my teacher.
7. I usually ask permission to go to the washroom.
8. I usually ask permission to sharpen a pencil.
9. The other children know when I make a mistake in class.

Table 7

Significant Differences (Stepdown Analysis) between Teacher Corps and non-Teacher Corps classes. Response for Teacher Corps.

1. None of my work is hanging on the bulletin board.
2. I often get to use the material or equipment.
3. I enjoy the class.
4. The teacher does not make most of the decisions in the class.
5. I do not usually ask permission to talk to another pupil.
6. I do not usually ask permission to sharpen a pencil.
7. I do not usually ask permission to move around.
8. The teacher helps me correct mistakes in class.
9. The teacher does not punish me if I make a mistake in class.

Analyzing each item for all of the classrooms, the following results were obtained: fifty-four percent of the students said that they had work hanging on the bulletin board or the wall. Eighty-nine percent said that the teacher decided what work should go on the bulletin board, seven percent said that the individual student made this decision, and four percent said that other students made the decision. Students responded that they got to use materials or equipment in the room at a point about equally between seldom and often. In the praise question, the average was 2.75 which would indicate that the average student felt that he had been praised a bit more frequently than during the last week. This response does not represent large amounts of praise. One might argue that this represented only how often the student felt he had been praised and not how many times the teacher had actually praised students. To some extent this argument is irrelevant because if a student feels that he hasn't been praised for a week this is what will affect him, not the actual count of instances when the teacher thought she was giving praise. One of the problems with praise is that it is often given on the teachers terms and not the terms of the student. Some teachers may use many statements which seem like praise to them, but which are not valued in that way by the students. This is especially true where cultural differences are involved.

In answer to the question, Do you enjoy the class?, the response was 1.7 indicating a response nearer to "some" than "a lot." The other choices were "not very much" and "not at all."

On the question asking what the student liked best about the class, responses were equally divided among the assignments, the teacher, and the students. In terms of what was liked least, however, the symmetry did not exist. Forty-seven percent said they liked the assignments least, sixteen percent said they liked the teacher least, and twenty-seven percent said they liked the other students least.

With respect to decision making, eighty-one percent said that the teacher made most of the decisions in the class. Thirteen percent claimed it was the students as a group and six percent claimed it was individual students. Thus, the role of the individual student in decision making seems quite limited, at least in the eyes of the student.

A refinement of this question asked if the student had anything to say about what was studied and when it was studied. About half the students said that they did have this prerogative. Question 10 asked if the student understood the teacher most of the time. Seventy-six percent of the students answered "yes." Twenty-four percent of them answered "no!" This is a fairly high percentage. It is not surprising, however, in view of problems of both language difficulties and accoustical problems of large old classrooms[13] (Rippey, 1969). It should be recalled at this point that these students were all in third grade or above.

Another question asked what the student did if he didn't understand something. Seventy-one percent said that they would ask the teacher. Nine percent said they would ask another student, six percent said they would look it up, two percent said they would ask at home and twelve percent said that they would do something else. Thus, the teacher is considered by the students as a primary source of information, and other students and materials are not so highly regarded as resources. These results suggest that development of skills in use of materials and also the development of helping relations among students might fruitfully be explored. Questions twelve through sixteen form a kind of a scale indicating what kinds of things students ask permission to do. Thirty percent said that they ask permission to talk to other pupils. Eighty-five percent asked permission to go to the washroom. About half asked permission to sharpen a pencil and about half also asked permission to move around in the room. Thus, using the washroom and using materials were high on the priority list for asking permission, while permission to talk to other pupils was not usually considered necessary.

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[13] Rippey, Robert, "Are You There? Can You Hear Me?" _Integrated Education_, September-October, 1969.

The next series of questions was concerned with what happened when a student made an error in class. Seventy-four percent of the students said that if they made a mistake in class, the teacher would correct it, while eighty-seven percent said that the teacher would help correct it. This indicates that the teacher places responsibility for error correction on the student. Twenty-eight percent said that if they made a mistake the teacher would scold them and sixteen percent said that if they made a mistake the teacher would punish them. About half of the students felt that if they made a mistake the other children would know about it.

Classroom Visitation

All of the Teacher Corps classrooms and a random sample of non-Teacher Corps classrooms were visited by a team of trained observers who utilized a rating scale for various aspects of classroom climate and teacher behavior. These visits were made to collect baseline data. Since Teacher Corps interns were not assigned classroom responsibilities, the initial data do not represent teaching behaviors of the interns. It is of interest to note, however, that there were several significant differences among the behavior of teachers in the classes to whom interns were assigned, and other teachers in the schools. This could have been due to the policies of the principals as well as the fact that interns had some choice in classroom assignment. Some principals matched interns with teachers they felt needed stimulus or special help in working with Spanish-speaking students. Some interns perhaps preferred assignment to more structured or smaller classrooms.

Observers were trained for reliability on a set of filmed classroom episodes where they rated the episode according to the scale and then discussed any discrepancies among their ratings. Following training, raters were assigned at random to classes for visitation. The results of these visits are summarized in the following display.

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Differences Between
Teacher Corps (T)
and
Regular Classrooms (R)

1. Number of resource persons in the room:

Teachers T=1.0, R=.91

Teacher aides T=.230, R=.125

Other T=.524, R=.167

* 2. Number of students in room: T=27.095, R=30.706

Displayed pupil work:

3. No pupil work displayed — 1 2 3 4 — 2.476 =T R=2.542 — abundant display of pupil work

4. Uniformity of content — 1.7[illegible]=R T 2.000 — Uniqueness of content

5. Work represents one student — 2.298 R T=2.381 — Work represents all students

6. Work inappropriate or irrelevant to current learning activities — 2.250=R T=2.233 — Work appropriate to current learning activities

Is there any evidence about the room of reward for creative or individual interests?

7. No evidence of reward for creativity — 2.095 T R=2.167 — Extensive evidence of reward for creativity

What evidence exists that indicates that emphasis is placed on vicarious experience or direct experience? Types of physical objects around the room such as games, dolls, toys, films, record players, magazines, laboratory equipment and picture books would indicate emphasis or none.

8. Most direct — 2.619 T R=2.[illegible] — Mostly vicarious

Do the instructional resources as found in this room appear to be adequate, available, and used? Look for obvious evidence of use of books and materials.

No resources are available — 2.61[illegible] T 2.6[illegible] — abundant resources are available

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*Statistically significant, p less than .05

10. Resources and materials indicate no use | . | . | . | . | 2.333=T R=2.792 | Resources and materials indicate extensive use

11. Resources seem designated for teacher use only | . | . | . | . | 2.5[illegible] R T=2.714 | Resources seem freely accessible and used by students and teacher

12. Describe the activity in the room during your visit as whether: (First activity or activity in progress as you observe the room)

Teacher directed entire group	Most students involved in teacher directed activities while few students work alone.	Teacher directs half of students while other half work individually	Most students working on individual or small group activities while teacher directs a few moving among pupils	Students work individually or in small groups with no direct supervision from teacher
1	2	3	4	5

1.833=R T=1.952

Degree to which planned learning activities exist.

13. Entirely chaotic unplanned, listless, etc. | . | . | . | . | 3.167=R T=3.429 | Each person engaged in systematic effort

What seems to be the major purpose of the classroom?

14. Entirely skill building | . | . | . | . | 1.429=T R=1.792 | No skill building

Degree to which material is being related to students' out of class experience

15. No relating to out of class experience | . | . | . | . | 2.083=R T=2.429 | Constant relating to out of class experience

Based on student perception, listen and observe pupil behavior and attempt to describe the kinds of student behavior that are being [illegible]ertly rewarded or punished.

16. Rewards are not noticeable | . | . | . | . | 2.792=R T=2.905 | Rewards are frequent and noticeable

17.	Attentiveness ignored	[illegible] R=1.317	Attentiveness rewarded
18.	Accurate responses not rewarded	2.7[illegible]=I R=2.810	Accurate content responses rewarded
19.	Effort not rewarded	2.333=R I=2.476	Effort rewarded
20.	Accurate reasoning not rewarded	1.[illegible]=I R=1.547	Accuracy in analytical reasoning rewarded
21.	Punishment is frequent and noticeable	2.667=R I=2.9[illegible]	No punishment noticeable
22.	Inattentiveness punished	1.[illegible]=R I=1.619	Inattentiveness not punished
23.	Inaccurate responses are punished	1.762=I R=1.9[illegible]	Inaccurate responses are not punished
24.	Lack of effort not punished	1.[illegible] I R=1.583	Lack of effort punished
25.	Inaccurate reasoning punished	1.29[illegible]=R I=1.619	Inaccurate reasoning not punished

Evidence that the pupil experiences differ based on the students' needs rather than the demands for mastery of a preconceived content.

26.	Entirely based on mastery of preconceived content	1.[illegible] R=1.657	Entirely based on individual needs of students

What general evidence can be found to assess the way this classroom interaction is operating to meet the needs of individual students?

27.	Student seems to be making no creative or original contribution	1.952=I R=2.0[illegible]	Student making extensive creative (original) contribution

Pupil opportunity for choices—to what degree does it appear that student participation is voluntary?

28.	Task appear to be based on the adult's choice	1.381=I R=1.292	Tasks appear entirely based on student choice
29.	Seating and requirement to stay in seats appear entirely based on teacher's choice	1.762=I R=1.7[illegible]	Seating of students and requirement to stay in seats appear entirely based on students' choice

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30.	Learning material used appears entirely based on teacher choice	1 2 3 4 1.292=R T=1.333	Learning material used appears entirely based on students' choice
31.	Who students work with appears entirely based on teacher choice	1.500=R T=1.667	Who students work with appears entirely based on students' choice

32. Second activity -- if activity changed during the observation

1	2	3	4	5
Teacher directed entire group	Most students involved in teacher directed activities while few students work alone	Teacher directs half of students while other half work individually	Most students working on individual or small group activities while teacher directs a few moving among pupils	Students work individually or in small groups with no direct supervision from teacher
1.000=T	R=1.417			

Characteristics of the Institutional climate:

33.	Instructor and learners are energetic, lively, and alert	1 2 3 4 1.476=TR=1.500	Instructor and learners are apathetic, listless, and bored
34.	All activities are purposeful and task and goal oriented	1.429=T R=1.542	All activities are erratic, directionless, chaotic, and listless
35.	All activities are authentic and true to the best of life outside of school	2.333=R T=2.619	All activities are contrived, unreal, and foreign to significant life outside the school
36.	Climate is authoritarian with a limited number of persons controlling the behavior of others	2.000=R T=2.238	Behavior is autonomous with individuals controlling own behavior and respecting rights of others
37.	Mostly a positive experience for young people	1.792=R T=2.143	Mostly a negative experience for young people

Statistically significant p less than .05

When considering the degree of alertness in the classroom, respond on the following continuum:

38.	The students appear very apathetic: listless, bored, slow in starting half-hearted activity	1 2 3 4 3.548=T R=3.125	The students appear very alert, anxious to recite, attentive, prompt, and ready to take part

When considering the level of confidence evidenced in the classroom, the students appear:

39.	Afraid to try, embarrassed, tense, shy and timid	3.048=T R=3.125	Anxious to try new acticities, not disturbed by mistakes, relaxed, speak with assurance

When considering student dependance in the classroom, the students appear:

40.	Rely on teacher directions, unable to proceed on own, appear reluctant to accept responsibility	2.619=T R=2.667	Volunteer ideas, show resourcefulness, assurance, responsibility

Degree to which classroom routine (i.e. attendance, obtaining materials, leaving room, etc.) is handled with minimum disruption and maximum efficiency.

41.	Routine chaotic, disruptive, undone	2.429=T R=2.875	Classroom routine and housekeeping done in a routine way

Degree to which pupils respond to the teacher or to each other.

42.	Pupils interact only with the teacher	2.143=T R=2.375	Pupils interact only with other pupils

Do students seem to comprehend the classroom activity as evidenced by their perception based on verbal expectation of teachers?

43.	Indication of no understanding	2.762 T R=2.833	Indication of complete understanding

Approximately what percent of the students exhibit enthusiasm for the classroom activity?

* 44.	No students	2.714=T R=3.250	All students

*Statistically significant, p less than .05

Describe the noticeable characteristics of the classroom teacher. It is suggested that some of David G. Ryan's work applied here will help the observer record his data. The observer is encouraged to use other descriptions wherever helpful.

* 45. Understanding, friendly behavior | 1 | 2 | 3 | 4 | Aloof
1.583=R T=2.143

46. Responsible, businesslike | . | . | . | . | Evading, unplanned
1.609=T R=1.792

*47. Stimulating, imaginative, enthusiastic | . | . | . | . | Dull, routine
1.625=R T=1.714

Degree to which teacher is the source of information:

48. Teacher lectures, tells, assigns significance, is the final source of information | . | . | . | . | Teacher refers pupils to other sources
R=1.625
T=1.416

I would describe the teacher as:

49. Possessing characteristics which make him an attractive model | . | . | . | . | Possesses many characteristics which make him undesirable as a model
1.667=T R=1.558

50. Working cooperatively with learners, assuming joint responsibility with learners | . | . | . | . | Completely dominating pupils
.805 =T R=1.558

51. Working cooperatively with learners, assuming joint responsibility with learners | . | . | . | . | Completely subservient to pupils
2.381=T R=2.792

At this point I would describe students' opportunity for self-expression as:

52. Abundant | . | . | . | . | Absent
2.286=T R 2.333

Student values and feelings seem to affect the room and its personnel and activities:

53. Extensively | . | . | . | . | Remotely
2.233=T R=2.292

*Statistically significant: p less than .05

The learning experiences seemed to be:

54.	Highly ego enhancing for students	1.708=R T=1.714	Highly ego degrading for students
* 55.	Highly ego enhancing for teachers	.952 =T R=1.750	High ego degrading for teachers
56.	Highly cognitive in content	1.708=R T=.762	Absence of cognitive activity in content
57.	Highly affective in content	2.700=T R=2.826	Absence of affective component in content

*Statistically significant; p less than .05

It can be seen from the statistically significant differences that, on the days classrooms were observed, Teacher Corps classrooms contained fewer students, had less student enthusiasm, and were rated as a less positive experience. Teachers in Teacher Corps classes were more aloof and the experience was rated as highly ego enhancing for teachers. Otherwise, the data did not discriminate significantly between the Teacher Corps classes and regular classes. Thus, for most of the fifty seven characteristics rated, Teacher Corps classrooms were not different from other classrooms in the schools.

A second analysis was made of this data by school. The frequency of category responses was tested by school to see if different schools had different patterns of responses. The Chi Squared test was used and, of the fifty-seven characteristics, thirteen were significant. The results of this analysis are shown on Table 7.

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Two warnings are in order with respect to this data. First of all, due to the small number of cell entries, certain technical requirements for the use of the Chi Squared test are violated. However, the Chi Square statistic still is a meaningful basis for comparing which of the variables is related to a particular school. Secondly, care needs to be used in interpreting the table. A large value for Chi Square indicates that response patterns from different schools are indeed different. However, nothing can be inferred about the kind of difference without looking carefully at the frequency counts. In one instance, a high value for Chi Square might indicate that some schools had high values for one of the variables, while other schools had low values on the same variable. On the other hand, in another situation, the high value for Chi Square might indicate homogeneity of response for some schools and division of response for the rest.

Because of the complexity of interpreting this table, principals of the schools were asked if they would like to confer with the evaluator over the meaning of these data. Conferences were held in the two instances where this interpretive assistance was requested.

It can be seen from the data that the main differences among schools were along the dimensions of structure and methods of reinforcement. Some schools had classrooms which were significantly more structured than others. Furthermore, certain schools used considerably more positive reinforcement than others.

> Implication. In considering assignment to schools, teams should periodically change schools, or be reorganized to make certain that a variety of teaching environments are made available to the interns.

Table 7

TABLES OF SIGNIFICANT DIFFERENCES IN TEACHER BEHAVIOR BY SCHOOL

TABLE

Attentiveness ignored /1/2/3/4/ Attentiveness rewarded

Recorded observations

School	1	2	3	4
A	2		3	3
B	3			
C	2	1	4	1
D	1	5	1	
E	2			
F	3		1	3
Total	13	6	9	7

Chi squared = 32.505 with 15 degrees of freedom (Significant at the 0.006 level)

TABLE

Accurate responses not rewarded /1/2/3/4/ Accurate content responses rewarded

Recorded observations

School	1	2	3	4
A			1	7
B	1		1	4
C		2	3	3
D		5	2	
E				3
F	1	1	2	3
Total	2	8	9	20

Chi square = 26.366 with 15 degrees of freedom (Significant at the 0.035 level)

TABLE

Inattentiveness punished	/ 1 / 2 / 3 / 4 /	Inattentiveness not punished

Recorded Observations

School	1	2	3	4
A	4	3	1	
B		2	1	
C	2	2		2
D		5	2	
E	2			1
F	2	1	4	
Total	10	13	8	3

Chi Square = 24.854 with 15 degrees of freedom (Significant at the 0.053 level)

TABLE

Inaccurate responses are punished	/ 1 / 2 / 3 / 4 /	Inaccurate responses are not punished

Recorded Observations

School	1	2	3	4
A		4	2	1
B	2	1	1	2
C	2		1	2
D		1	2	
E		1		2
F		1	6	
Total	4	8	12	7

Chi Squared = 25.193 with 15 degrees of freedom (Significant at the 0.048 level)

TABLE

Evidence that the pupil experiences differ based on the students' needs rather than the demands for mastery of a preconceived content:

Entirely based on mastery of preconceived content	/_1_/_2_/_3_/_4_/	Entirely based on individual needs of students

Recorded Observations

School	1	2	3	4
A	3	5	1	
B	6	1		1
C	4	4		
D	2	1	4	
E	1	2		
F	5	2		1
Total	21	15	5	2

Chi Squared = 26.316 with 15 degrees of freedom (Significant at the 0.036 level)

TABLE

All activities are purposeful and task and goal oriented	/_1_/_2_/_3_/_4_/	All activities are erratic, directionless, chaotic, and listless

Recorded observations

School	1	2	3	4
A	9		1	
B	5	3		
C	5	1	2	
D		6	1	
E	2	1		
F	5	2		1
Total	25	13	4	1

Chi Squared = 25.032 with 15 degrees of freedom (Significant at the 0.051 level)

TABLE

Punishment is frequent and noticeable	/ 1 / 2 / 3 / 4 /	No punishment noticeable

Recorded Observations

School	1	2	3	4
A	1	3		6
B	3		2	3
C	2	2		3
D		3	4	
E				3
F	1	1	3	3
Total	7	9	9	18

Chi Square = 25.471
with 15 degrees of
freedom
(Significant at the
0.045 level)

TABLE

Effort not rewarded	/ 1 / 2 / 3 / 4 /	Effort rewarded

Recorded Observations

School	1	2	3	4
A			1	6
B				4
C		2	3	2
D		4	2	
E				3
F	2	1	2	2
Total	2	7	8	17

Chi Square = 30.041
with 15 degrees of
freedom
(Significant at the
0.012 level)

TABLE

Resources seem designated for teacher use only

/1/2/3/4/

Resources seem freely accessible and used by students and teacher

Recorded Observation

School	1	2	3	4
A		2	4	3
B			2	4
C	2	3	1	2
D		5	2	
E				3
F		1	1	4
Total	2	11	10	16

Chi Square = 26.436 with 15 degrees of freedom (significant at the 0.035 level)

TABLE

All activities are authentic and true to the best of life outside of school

/1/2/3/4/

All activities are contrived, unreal and foreign to significant life outside the school

Recorded observations

School	1	2	3	4
A	2	4	2	1
B	1		2	5
C		4	4	
D		4	3	
E	1			2
F	3		1	3
Total	7	12	12	11

Chi Squared = 30.015 with 15 degrees of freedom (Significant at the 0.012 level)

TABLE

Resources and materials indicates no use / 1 / 2 / 3 / 4 / Resources and materials indicate extensive use

Recorded Observation

School	1	2	3	4
A		3	1	5
B			1	5
C	1	6	1	
D		4	3	
E				3
F		2	2	1
Total	1	15	8	14

Chi Square = 27.856 with 15 degrees of freedom (significant at the 0.023 level)

TABLE

What seems to be the major purpose of the classroom?

Entirely skill building / 1 / 2 / 3 / 4 / No skill building

Recorded Observations

School	1	2	3	4
A	9	2		
B	7	1		
C	4	3	1	
D	1	2	4	
E	3			
F	3	2	1	2
Total	27	10	6	2

Chi Square = 30.278 with 15 degrees of freedom (significant at the 0.011 level)

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Comments

School differences seem to occur primarily in terms of reinforcement patterns. The observations show differences in the reactions of teachers to attentiveness, achievement, and effort. A second area of difference noted across schools was the degree of emphasis on cognitive content and skill building. There was perhaps some relationship between these variables and the extent to which students were inclined toward Spanish as their natural language. In the two schools, D and F, where there was the highest percentage of Spanish speaking students, the data show less emphasis on cognitive activity, less criticism of inaccurate responses, and a tendency not to reward effort.

1972 Observations

Similar classroom observations were made in January of 1972. These observations are shown in the table which follows; the 1971 Teacher Corps observation averages are also displayed in parentheses. The following substantial changes (.5 or better) can be noted from 1971 to 1972.

1. Class size went down from 27.1 to 23.7.
2. More relevant or appropriate work going on (2.3 to 2.9).
3. More resources and materials in use (2.3 to 3.4).
4. Less relating of instruction to out of class experiences (2.4 to 1.9).
5. Attentiveness rewarded more (1.6 to 3.3).
6. Accurate content rewarded more (2.6 to 3.5).
7. Effort rewarded more ([illegible]5 to 3.5).

8. Accurate reasoning rewarded more (1.4 to 3.4).
9. Inattentiveness punished (or criticized) less (1.6 to 2.9).
10. Inaccurate responses punished less (1.1 to 2.9).
11. Lack of effort punished less (1.1 to 2.9).
12. Inaccurate reasoning punished less (1.6 to 2.6).
13. Tasks more based on student choice (1.2 to 2.1).
14. Classroom routine more orderly (2.4 to 3.1).
15. More students exhibited enthusiasm about classroom activity (2.7 to 3.2).
16. Teachers appeared more understanding and friendly (2.1 to 1.2).
17. Teaching seemed less ego enhancing for teachers (.95 to 1.8).

Part five was concerned with the introduction of and emphasis on bilingualism and Latin culture. In 1971, little such emphasis was observed and was not reported. In 1972 considerable gains were made in this area. However, the gains took place primarily in one school which had acquired a Latin principal during the past year.

Observer Ratings of

Teacher Corps Classrooms, 1971-72

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Note: The distribution of ratings is shown in the check-spaces for each item. The mean rating is shown below the distribution, and the mean rating for Teacher Corps classrooms, 1970-71, is given in parentheses, to the right.

Number of students in the room: 23.72 (27.10)

Displayed pupil work:

No pupil work displayed	6	3	6	2	2.24 (2.48)	abundant display of pupil work
Uniformity of content	2	5	2	2	2.36 (2.00)	Uniqueness of content
Work represents one student	0	4	5	2	2.82 (2.30)	Work represents all students
Work inappropriate or irrelevant to current learning activities	1	2	5	3	2.91 (2.33)	Work appropriate to current learning activities

Is there evidence about the room of reward for creative or individual interests?

No evidence of reward for creativity	3	5	7	0	2.27 (2.17)	Extensive evidence of reward for creativity

What evidence exists that indicates that emphasis is placed on vicarious experience or direct experience? Types of physical objects around the room such as games, dolls, toys, films, record players, magazines, laboratory equipment and picture books would indicate emphasis or none.

Most direct	4	5	5	4	2.50 (2.62)	Mostly vicarious

Do the instructional resources as found in this room appear to be adequate, available, and used? Look for obvious evidence of use of books and materials.

No resources are available	0	5	12	10	2.71 (2.62)	abundant resources are available
Resources and materials indicate no use	0	4	12	11	3.[illegible] (2.[illegible])	Resources and materials indicate extensive use
Resources seem designated for teacher use only	0	6	8	2	2.75 (2.71)	Resources seem freely accessible and used by students and teacher

PART 2
THE CLASSROOM INTERACTION

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The data gathered relative to interaction will be based on the following questions:

1. What is the dominant classroom activity?
2. How are the individual needs of students being handled?
3. How are students involved in the classroom interaction?
4. How do students seem to be participating in classroom activities?

The observer is encouraged to supplement this part based on the uniqueness of particular programs.

Describe the activity in the room during your visit as whether:
(First activity or activity in progress as you observe the room)

10	1	1	2	
Teacher Directed entire group	Most students involved in teacher directed activities while few students work alone	Teacher directs half of students while other half work individually	Most students working on individual or small group activities while teacher directs a few moving among pupils	Students work individually or in small groups with no direct supervision from teacher.

1.64 (1.95)

Degree to which planned learning activities exist.

Entirely chaotic unplanned, listless, etc.	| 0 | 2 | 8 | 8 | 3.33 (3.43)	Each person engaged in systematic effort

What seems to be the purpose of the classroom?

Entirely skill building	| 14 | 3 | 1 | 0 | 1.28 (1.43)	No skill building

Degree to which material is being related to students out of class experience

No relating to out of class experience	| 9 | 4 | 1 | 3 | 1.85 (2.43)	Constant relating to out of class experience

Based on student perception, listen and observe pupil behavior and attempt to describe the kinds of student behavior that are being overtly rewarded or punished.

Rewards are not noticeable	| 0 | 7 | 4 | 6 | 2.94 (2.91)	Rewards are frequent and noticeable

Attentiveness ignored	0	3	5	8	3.31	(1.62)	Attentiveness rewarded
Accurate responses not rewarded	0	1	6	9	3.50	(2.81)	Accurate content responses rewarded
Effort not rewarded	0	0	8	8	3.50	(2.48)	Effort rewarded
Accurate reasoning not rewarded	0	0	4	3	3.43	(1.48)	Accuracy in analytical reasoning rewarded
Punishment is frequent and noticeable	0	7	3	6	2.94	(2.86)	No punishment noticeable
Inattentiveness punished	0	6	4	5	2.93	(1.62)	Inattentiveness not punished
Inaccurate responses are punished	0	7	1	6	2.93	(1.76)	Inaccurate responses are not punished
Lack of effort punished	0	6	2	5	2.92	(1.10)	Lack of effort not punished
Inaccurate reasoning punished	0	6	2	2	2.60	(1.62)	Inaccurate reasoning not punished

Evidence that the pupil experiences differ based on the students' needs rather than the demands for mastery of a preconceived content.

Entirely based on mastery of preconceived content	9	4	3	1	1.76	(1.66)	Entirely based on individual needs of students

What general evidence can be found to assess the way this classroom interaction is operating to meet the needs of individual students?

Student seems to be making no creative (original) contribution	5	8	3	1	2.00	(1.9[illegible])	Student making extensive creative (original) contribution

Pupil opportunity for choices--to what degree does it appear that students participate in determining:

Tasks appear based on teachers choice	11	4	2	6	2.13	(1.2[illegible])	Tasks appear entirely based on student choice
Seating and requirement to stay in seats appears entirely based on teacher choice	7	5	5	0	1.88	(1.76)	Seating of students and requirement to stay in seats appear entirely based on students' choice
Learning material used appears entirely based on teacher choice	11	5	1	0	1.41	(1.33)	Learning material used appears entirely based on students choice

Who students work with appears entirely based on teachers choice	| 10 | 3 | 3 | 1 | 1.71 (1.67)	Who students work with appears entirely based on students' choice

4 Second activity--If activity changed during the observation

Teacher directed entire group	Most students involved in teacher directed activities while a few students work alone	Teacher directs half of students while other half work on individual activities	Most students working on individual or small group activities while teacher directs a few, moving among pupils	Students work individually or in small groups with no direct supervision from teacher

1.00 (1.00)

Climate

Characteristics of the institutional environment:

Instructor and learners are energetic, lively and alert	| 9 | 7 | 1 | 0 | 1.55 (1.48)	Instructors and learners are apathetic, listless and bored
All activities are purposeful and task and goal oriented	| 11 | 4 | 1 | 0 | 1.38 (1.43)	All activities are erratic, directionless, chaotic, and listless
All activities are authentic and true to the best of life outside of school	| 0 | 7 | 7 | 3 | 2.76 (2.62)	All activities are contrived, unreal and foreign to significant life outside the school
Climate is authoritarian with a limited number of persons controlling the behavior of others	| 9 | 3 | 3 | 2 | 1.88 (2.24)	Behavior is autonomous with individuals controlling own behavior and respecting rights of others
Mostly a positive experience for young people	| 6 | 9 | 2 | 0 | 1.76 (2.14)	Mostly a negative experience for young people

PART 3
THE DESCRIPTIVE PUPIL BEHAVIOR

For these observations, generalizations need to be drawn relative to the classroom behavior of the students observed.

DATA

When considering the degree of alertness in the classroom, respond on the following continuum:

The students appear very apathetic: listless, bored, slow in starting	| 0 | 2 | 6 | 8 | 3.38 (3.05)	The students appear very alert, anxious to recite, attentive, prompt, and ready to take part

When considering the level of confidence evidenced in the classroom, the students appear:

Afraid to try, embarrassed, tense, shy and timid	| 0 | 1 | 11 | 5 | 3.24 (3.05)	Anxious to try new activities, not disturbed by mistakes, relaxed, speak with assurance

When considering student dependance in the classroom, the students appear:

Rely on teacher directions, unable to proceed on own, appear reluctant to accept responsibility	| 2 | 6 | 5 | 4 | 2.65 (2.62)	Volunteer ideas, show resourcefulness, assurance, responsibility

Degree to which classroom routine (i.e., attendance, obtaining materials, leaving room, etc.) is handled with minimum disruption and maximum efficiency.

Routine chaotic, disruptive, undone	| 1 | 3 | 5 | 7 | 3.13 (2.43)	Classroom routine and housekeeping done in a routine way

Degree to which the pupils respond to the teacher or to each other.

Pupils interact only with the teacher	| 4 | 9 | 4 | 0 | 2.00 (2.14)	Pupils interact only with other pupils

Do students seem to comprehend the classroom activity as evidenced by their perception based on verbal expectations of teachers?

Indication of no understanding	| 0 | 2 | 11 | 3 | 3.06 (2.76)	Indication of complete understanding

Approximately what percent of the students exhibit enthusiasm for the classroom activity?

No students	| 0 | 2 | 8 | 6 | 3.25 (2.71)	All students

PART 4
TEACHER AND TEACHING CHARACTERISTICS

Describe the noticeable characteristics of the classroom teacher. It is suggested that some of David G. Ryan's work applied here will help the observer record his data. The observer is encouraged to use other descriptions wherever helpful.

Understanding, friendly I 13 I 4 I 0 I 0 I Aloof
behavior 1.24 (2.14)

Responsible, businesslike I 13 I 4 I 0 I 0 I Evading, unplanned
1.24 (1.61)

Stimulating, imaginative, I 6 I 9 I 2 I 0 I Dull, routine
enthusiastic 1.76 (1.71)

Degree to which teacher is the source of information:

Teacher lectures, tells, I 5 I 9 I 1 I 0 I Teacher refers pupils to
assigns significance, is 1.73 (1.42) other sources
the final source of information

I would describe the teacher as:

Possessing characteristics which make him an I 10 I 7 I 0 I 0 I Possesses many characteristics which make him
attractive model 1.41 (1.67) undesirable as a model

Working cooperatively I 9 I I Completely dominating pupils
with learners, assuming I 16 I 2.00 (0.9[illegible])
joint responsibility I 1 I I Completely subservient to
with learners 2.14 (2.1[illegible]) pupils

At this point I would describe students' opportunity for self-expression as:

Abundant I 3 I 8 I 5 I 0 I Absent
2.13 (2.29)

Student values and feelings seem to affect the room and its personnel and activities:

Extensively I 3 I 8 I 4 I 0 I Remotely
2.12 (2.24)

The learning experiences observed seemed to be:

Highly ego enhancing I 5 I 10 I 1 I 0 I Highly ego degrading for
for students 1.81 (1.71) students

Example of activity ______________________

Highly ego enhancing for teachers | 5 | 9 | 2 | 0 | Highly ego degrading for teachers
1.81 (0.952)

Example of activity ______________________________

Highly cognitive in content | 4 | 8 | 2 | 1 | Absence of cognitive activity in content
2.00 (1.76)

Example of activity ______________________________

Highly affective in content | 1 | 5 | 7 | 2 | Absence of affective component in content
2.67 (2.70)

Example of activity ______________________________

PART 5
SPECIAL EMPHASIS ON CULTURAL DIFFERENCES*

Looking at materials on display in the classroom:

Materials are displayed which call attention to cultures and ways of life other than conventional American.

Significantly | 2 | 2 | 2 | 11 | Not at all
3.29

Materials are displayed which call attention to Spanish cultures and ways of life other than conventional American.

Significantly | 3 | 1 | 2 | 11 | Not at all
3.27

Materials on display utilize works or phrases in Spanish.

Significantly | 3 | 0 | 3 | 11 | Not at all
3.29

There is evidence that pupils have been working on the development of displays which relate to Spanish culture.

To a considerable extent | 3 | 0 | 0 | 14 | Not at all
3.47

Looking at the materials of instruction

Materials for instruction are available which relate to Spanish culture

To a considerable extent | 3 | 2 | 1 | 11 | Not at all
3.18

Materials which relate to Spanish culture are being used in instruction

To a considerable extent | 4 | 1 | 0 | 12 | Not at all
3.18

Materials for instruction are available in Spanish.

To a considerable extent | 3 | 1 | 1 | 12 | Not at all
3.29

Materials in Spanish are being used for instruction.

To a considerable extent | 3 | 0 | 0 | 14 | Not at all
3.47

Looking at the teaching process

Teaching is being done in Spanish

Constantly | 2 | 4 | 2 | 9 | Not at all
3.06

Teaching makes reference to Spanish culture

Constantly | 2 | 3 | 2 | 10 | Not at all
3.18

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*Note--No formal classroom observations were made on this dimension during the school year 1970-71. However, [illegible] observation did not [illegible] any awareness on Level I [illegible] cultural differences.

The teacher seems aware of cultural differences.

Constantly | 7 | 0 | 2 | 8 | Not at all

2.65

The teacher responds to her awareness of cultural differences.

Constantly | 7 | 0 | 1 | 9 | Not at all

2.71

Collect and attach wherever possible, examples of materials which have been prepared especially to emphasize Spanish language or culture. Otherwise describe below.

Chapter 6

Summary, Status of Objectives, Recommendations

Recommendations of Evaluation, 1971

Looking at the objectives selected for evaluation in the first chapter, it can be said with some assurance that many of the short-term objectives of the program have been realized.

A. Selection

The data show that new relationships were indeed developed among the University, the Community, and the Schools. District Superintendent Cheatham provided the project with the utmost in leadership and worked through many difficult situations so that the project could develop. The University developed new courses and modified a number of long-standing procedures to accomodate the program. The Community set up an office in its center for purposes of the project, and contributed personnel for operating many phases of the program including community service, the community survey, and intern recruitment and selection. Of great value also is the participation of the Project Advisory Council in the development of grievance review procedures. As a result of the new relationships and programs, a really different teacher trainee was selected. However, in summarizing the findings of Chapter Three, it should be recalled that the interns were a more diverse group than is normally encountered in teacher training programs. Not only do the mean characteristics such as MTAI scores, background, personal characteristics, and feelings about school differ from conventional values, they also are more varied. Even in the most common denominator, bilingualism, there is considerable variation.

Implications

1. The program must continue to develop more individualized experiences for interns. Programs need to be tailored as much as possible to the intern's entry level.
2. Perhaps some loosening of restrictions with respect to time of completion of the program need to be made.
3. Selection criteria need to be improved and clarified. A study needs to be made of the adequacy of the selection criteria.

B. Training

The training program has been quite different from the conventional teacher training program. The details of this program are outlined in Chapter Four. However, there are some unrealized components of the program. The learning center concept was never realized to any great extent. The feelings of the interns toward the University are low on the CUES instrument. There has been much agitation among a number of the interns. Newly developed grievance procedures should assist with this. There has been a variability in the response of various University departments to the need for new courses having a Latin emphasis.

An adequate conceptualization and training program for the development of interns as change agents has not been realized.

Implications

1. The learning center concept should be developed.
2. Efforts must be made to improve interns' feelings of community and morale with respect the the University. This suggests having a place which the interns can call their own and also emphasizing more activities leading the development of camaraderie among interns and staff.
3. The newly initiated grievance procedures should be implemented and evaluated for effectiveness.
4. A transactional evaluation of social forces acting in the project should be undertaken and responded to.

5. Interns' academic program should include more emphasis on Latin American Culture, Spanish language, and problems of educational change.

6. The pressure on both interns and team leaders needs to be studied and some additional accomodation made.

7. The problem of how team leaders will ultimately fit into the professional career levels of the school system needs resolution.

C. Community Involvement

Several effective points of contact have been established in the project. A substantial number of program staff have been recruited from the Latin American community. The Project Advisory Council has a major voice in setting Teacher Corps policy. The Community has provided interviewers and is participating in an extensive survey of community opinion and concern about education. However, Community influence with the schools is not uniform and is not particularly strong. The community school councils organized by the board of education have not been particularly productive as yet. Political power in the community is splintered. A number of initially promising programs have lost impetus. Nor does the University serve the community through evening or weekend courses, or through courses designed to bring students into the University. The Educational Assistance Program is an effort in the right direction, but many of the students in the community do not finish high school and are beyond the reach of that program. The demise of the Master of Arts in Urban Education was a real disappointment to a number of residents who worked in the schools, even though some of the opposition to the program came from the Latin American Community -- even including their representative on the Board of Education. Although the community survey is not completed, an initial finding was that the majority of community people were unaware of the Teacher Corps program.

Implications

1. The university should consider, in cooperation with established community contacts, ways in which the higher educational needs of the community can be met.

2. Evening, in-service, and graduate programs aimed at upgrading education in the local schools should be supported. Perhaps a Latin "Malcolm X" type college should be started with many courses in Spanish, as well as English development courses.

3. The Teacher Corps program itself should continue its efforts at upgrading the professional competency and stature of its staff and interns.

D. Program Change

Changes in school program as a result of the Teacher Corps program have not come about as yet. It is, of course, too early to expect such change. Special materials of instruction, and bilingual emphasis are not yet implemented. The data for the coming year may begin to show changes of this sort. In addition, intern perceptions of their roles as change agents need clarification and strengthening.

Implications

1. Interns and team leaders should do as much as possible to develop teaching units and materials which emphasize the objectives of the project, and which deal with the special interests and abilities of the Latin American students.

2. New programs and materials should be carefully tested for effectiveness using control groups wherever possible. This seems particularly feasible since new programs could be utilized initially in Teacher Corps classes, using other classes as control groups. Once perfected, and shown to be of verifiable utility, new programs could then be introduced to other teachers through in-service programs.

3. In-service programs in schools should be planned utilizing interns and university personnel so that effective practices and materials can be disseminated more widely.

4. Intern role perceptions as change agents and training in principles of change need to be increased.

5. A survey of current bilingual programs (perhaps beginning with the Austin, Texas report[14]) needs to be scanned for applicability

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[14] Theodore Andersson and Mildred Boyer. Bilingual Schooling in the United States, Southwest Educational Development Laboratory special report for the U.S. Office of Education. U.S. Government Printing Office, 1970.

to the Teacher Corps schools, and materials and programs already developed and found effective should be pilot tested --perhaps one by each intern. Their experiences could then be shared in seminar sessions.

6. Since one out of four students said that he did not usually understand the teacher, interns should be trained in assessing feedback about understanding. In addition, they should develop skills in clarifying and developing understanding.

E. Better Educational Results

Because interns have not been responsible for full-time teaching, evidence of this is not available at this time

Implication

Plans for evaluating improved student performance need to be made an integral part of all proposals for program improvement.

F. Better Community Relationships

Although the community survey is not completed at this time, early returns show that although a number of community leaders are very active, the Teacher Corps program is not, at the moment, visible in the community at large. Additional data collected during the coming year will show whether or not the program is producing desired effects in this direction. Involvement of community leaders has transformed some apathy and resistance into support. New working relationships are being developed and good works in the future will have their own reward.

Implications

1. More activity is needed toward increasing information flow about the program to the community. This can be done through the principals and through local media and organizations. Participation of interns in the Mexican Independence Day Celebration and assemblies for parents are good examples of what has been done already. However, more is needed.

2. The results of the community survey currently underway should be studied carefully for suggestions to the program. Persons contacted during the community survey should be given additional information about the program by mail.

General Observations and Recommendations

Speaking of institutions, the whole is greater than the sum of its parts: A collaborative arrangement among a community, a school system, and a university is more than the linking of three pieces of a machine which may now continue operating in their separate ways. By forging links such as the Teacher Corps, one imposes new stresses on each of the existing systems. If these new stresses are not attended to in terms of organizational responses both at the structural and operational level, programs of this sort run the risk of being costly, ineffective, and prone to break down. In this project, as is true of other collaborative projects such as the Woodlawn Experimental Schools Project (Rippey, 1970)[15], the costs may seem excessive. For example, in the Teacher Corps project, a staff of 10.33 persons* is employed to train 32 teachers, develop school-community relations and coordinate the program development efforts of the four cooperating agencies (school, community, university, Teacher Corps). This is in addition to the usual teachers in the university who are responsible for a substantial segment of the instruction. In terms of efficiency, this procedure may seem indefensible. It might seem better to modify university entrance requirements, offer preparatory courses, and let the system operate as before. How can the costs of such collaborative programs be justified?

This is a question which has not been addressed adequately and is beyond the limitations of this evaluation. However, it is possible to suggest an approach.

[15] Robert Rippey, The Researcher in the Community, School Review, November, 1970, pp. 133-149.

* University: Director (1.0), University Liaison (0.5), Curriculum Coordinator (1.0), Intern Counselor (0.5), Evaluation Coordinator (0.33)- Community: Community Coordinator (1.0); Schools: School Coordinator (1.0), Team Leaders (5.0).

First, it is quite likely that there are additional gains which accrue as a result of such programs, gains which are not included in the objectives. Such gains might be: 1) Production of new knowledge and new ways of operating schools; 2) An improved way of life for persons employed by the project -- the development of indigenous talent; 3) Improving the operational characteristics of each of the member collaborating institutions. If communities can develop more adequate political power bases, if universities can deliver their product to an important untapped segment of the population, and if schools can become more adaptive to changing needs and demands, as a result of programs such as the Teacher Corps, then the benefits must be measured in terms larger than the development of thirty some teachers. For example, this evaluation report would not have been written unless the program existed. Nor would the university have been stimulated to examine and discover problems in its admissions procedures. Nor would the community have had the program as a basis for mobilizing some of its power which could be directed toward the improvement of education. Two examples of this are found in the following two newspaper articles. The letter to the editor was written by one of the interns. A number of persons meeting with Congressman Pucinski were encouraged to express their opinions as a result of feelings of greater receptivity to the needs of their community as a result of optimism generated by knowledge of the Teacher Corps program which was given to them incident to the community survey.

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CHICAGO SUN-TIMES, Tues., Aug. 24, 1971

Hire 500 Spanish-speaking teachers: Pucinski

By Paul [illegible]

Rep. Roman C. Pucinski (D-Ill.) said Monday night that the Board of Education should recruit at least 500 Spanish-speaking teachers [illegible] Latin American [illegible].

"I believe the key to the problem [illegible] commensurate with their education," [illegible] Pucinski.

[illegible]

Pucinski. "If they can be found in the city, OK — we should have a recruiting drive to [illegible] and [illegible] in the Spanish community who have [illegible] as teachers and can be brought up to comply with the proper standards."

Teachers might also be found in Mexico, Puerto Rico or other Spanish-speaking countries, he said.

The congressman spoke at a [illegible] meeting in the St. [illegible] Catholic Church, 234 W. [illegible], attended by some 175 Spanish-speaking residents.

The meeting was sponsored by the Latin American Education [illegible], composed of the [illegible] Community Organization, the Latin American Coalition and other groups.

Pucinski said Schools Supt. James F. Redmond had told him that if qualified Spanish-speaking teachers could be found, they would be hired, either on a regular basis or under federal programs.

A list of several hundred persons who were said to be graduates of universities in Latin American countries and who were unable to secure jobs commensurate with their education was given to Pucinski by Jesus Zeferino Ochoa of the Archdiocesan Latin American Committee.

Ochoa said, "These people have bachelor's and doctor's degrees, and they are washing dishes and working in factories."

Pucinski also said that about $10 million would be made available for special remedial education for minority groups in Chicago schools over the next year and a half.

He said the money would be appropriated in the Emergency School Aid Bill, which has been passed by the Senate and now is in the House Education Committee, which Pucinski heads.

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CHICAGO SUN-TIMES, Tues., Aug. 24, 1971

Spanish-speaking residents

For years, Chicago's Spanish-speaking residents have been neglected because of the Census Bureau's antiquated classification system. Under this system, all Latin Americans were grouped into a nebulous "other," which also included such non-Latin groups as Filipinos and Orientals.

Statistics given to the Archdiocesan Latin American Committee state that Chicago has a total Spanish-speaking population of 430,000 (53.3 per cent Mexican, 30 per cent Puerto Rican, 6.7 per cent Cuban, and 10 per cent deriving from other Latin American backgrounds). Chicago is said to have the largest settlement of Mexicans outside of Mexico, except for Los Angeles.

Even Mayor Daley voiced his recognition of the Census Bureau's miscalculations. So now that our mayor realizes the size of Chicago's Latin population, perhaps the city will deliver services that better suit this group's unique problems.

Kathleen Conway
Urban Teacher Corps

4) Perhaps most important in this project is the possibility for the development of a new model for teacher training which will be able to overcome the isolation among universities, schools, and communities. Models of this sort have been developed, and have not been uniformly successful (Hancock, 1971).[16]

Tradition has it that the universities in their ivory towers produce generations of Bradley Headstones who need immediate retraining and socialization by the schools. The universities counter attack with research which shows that the re-education of teachers destroys their initial competence, creativity and energy, and that within two years the bright-eyed and bushy-tailed neophyte becomes a trembling blob of socialized insecurity. Parents on the other hand complain of their isolation from the schools, the ineffectiveness of their organizations, and the snow jobs they get from the administration whenever they ask any questions. The students, in the meantime, do their own thing somewhat oblivious to all this nonsense. A majority become alienated, and thereby, immune. Those who take school more seriously either become depressed or [illegible]. This picture of the perceptions of the university and [illegible] of the schools was [illegible] in [illegible] conducted within the schools and the university in connection with the Teacher Corps project. Nevertheless, there was more [illegible] in these conversations than is usually acknowledged. Perhaps it would be useful, in planning for the future, to consider [illegible] of developing a new [illegible] (Katz and Kahn, 1966)[17] [illegible] accountability for maintaining responsive and effective instruction in specific communities. This would include the tasks of provisioning the schools with new teachers and upgrading the skills and leadership abilities of existing faculties. Under such a system parents could be involved in selecting potential teachers from their community, assisting in classrooms, sitting-in on policy making, improving their own professional skills, and helping to conduct research and evaluation of community concerns, patterns of social and political influence, student needs, and school effectiveness. Here the Accountability Notebook (CIRCE, 1970)[10] could be used as an initial impetus for this activity. The University role would be to provide needed technical expertise in each of its collaborative programs, both to the school and the community. A university would probably place its trainees in fewer schools, but do its placement on a systematic team basis similar to that developed in CPUTE and the Teacher Corps. The schools themselves would provide team leaders and critic teachers from their own faculties and [illegible] the system would be a combined [illegible] program developed among the schools, the university, and the community. This program would employ outstanding faculty from the schools to help with the preservice training of interns while at the same time, utilizing this leadership experience in a supervised way, to build up credits toward advanced degrees. Experimentally oriented, these schools would provide both new knowledge and [illegible] for any [illegible]

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[16] Charles Hancock, "The Community Collaborator: A Study of the Implementation of a New Position in a Selected Urban Public School." Unpublished Ph.D. Dissertation. The University of Chicago, 1971.

[17] Daniel Katz and Robert Kahn, The Social Psychology of Organizations, John Wiley and Sons, New York, 1966, pp. [illegible]

As a final [illegible] on the evaluation [illegible] of the Teacher Corps, it seems that the first steps [illegible] which could lead to the development of a teacher training, educational improvement model of this sort. What directions the program will ultimately take are problematic. However, from the point of view of this evaluator, the first steps taken are very promising. These steps may even make "all the difference."

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[10] CIRCE Accountability Notebook. [illegible] of Illinois/Urbana-Champaign, [illegible]

Program Responses to 1971 Recommendations

A. Selection

1. and 2. Individual seminars were presented to interns in the area of child development. Some course content was restructured the second year of Cycle 5. Cycle 7 plans are much more individualized and include modular instruction, instruction in reading and assessment of reading skills. Cycle 7 also includes the provisions in the following letter to team leaders and interns:

UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE

College of Education

DATE: July 18, 1972

TO: Team Leaders and Interns

FROM: Bob Blake

Guidelines & Information in Outlining a Two-Year Teacher Corps Program

1. The program must be completed by June, 1974 since there is no federal funding beyond that point. If you do not complete your academic work by then, you can continue for two quarters at your own expense.

2. If a course similar to a course required by the College of Education was not counted toward the degree requirements, petitions may be submitted in the following manner:

    a) Check the course description in the U. of I. catalog and the catalog of the former school to see if the content is the same.

    b) If they are the same, photostat that page from your old school catalog and submit it with a petition obtained in 3145 ECB to allow credit for the same course here.

3. Since Math and Music are sequence courses and difficult to schedule, begin these sequences immediately. This also applies to 1 hour P.E. courses if you need them, even though they are not in sequence.

4. You must take Ed 235, 236 (245), and 237 (250) with Teacher Corps, even if you have had them elsewhere.

5. Six hours in Physical Education are required by the U. of I. for graduation in addition to the P.E. course (220) required of teachers unless (a) you had over 90 hours when you transferred here; (b) you are over 30 years old; or (c) you have been in active military service. In any of these three cases, only P.E. 220 is required.

6. Pages 4 and 5 of the "Curriculum Preparatory to Teaching in the Elementary School" paper are guides, but not meant particularly to be duplicated on your own planning sheet.

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7. In figuring hours: 2 semester hours equals 3 quarter hours. To convert semester hours to quarter hours, multiply by 3/2. To convert quarter hours to semester hours, multiply by 2/3. You need 180 quarter hours to graduate (plus possibly an additional six hours of P.E.). You also need all the required courses to become certified.

8. Your area of concentration (12 hours) will be in Urban Education: Ed 299 (247), 248, 249.

9. Half the interns (20) will be in Group A, half in Group B. While one group goes to the university full time (16 hours), the other group will work in the school full time and take half a load at the university (8 hours). These courses will meet after public school hours, so both A and B groups will take all Education courses together. You are assigned to A or B by the number of hours (approximately) you still need to take. Group B has more room in their schedule than Group A for University classes. Group A will get more experience in the school.

10. Plan to schedule about 16 hours when you are not in Jungman full time. Schedule only the 8 hours listed when you are in Jungman full time, except when getting student teaching credit in your senior year.

11. The work sheet is meant to give you an idea of what lies ahead for you. Because of scheduling problems, you may not be able to follow the plan you work out exactly, but it will be a help in planning your hours and sequences of courses.

12. Please make a duplicate of this work sheet and give it to Bob Blake when you meet with him in September so that the Teacher Corps staff can assist you in your progress.

3. Selection was tightened up considerably for Cycle 7. More time was available for recruitment. Adequate records were available at interview time. Unfortunately, a few "political appointments" were pressured through by the community. This is not to denigrate community participation in general, but to criticize only the zeal of one or two persons whose priorities were clearly policical not educational. Who knows -- perhaps these "political appointments" will do well.

B. Training

1. The learning center concept was replaced by the Portal School.

2. Social affairs for interns were held every other week. Larger quarters and a couch in the office and a coffee lounge in the education building helped develop community feelings somewhat more.

3. The grievance procedure was not effectively implemented due to the lack of activity of the community advisory group during the Winter and Spring of 1972.

4. Two transactional evaluations were conducted as well as a transactional evaluation workshop at the Association for Supervision and Curriculum Development Conference in Philadelphia. The evaluations were followed up to a moderate degree by action. Additional transactional evaluation at the proposed Portal School might have headed off unfortunate conflict with the Teachers which developed in the Spring of 1972.

5. No response as yet.

6. Modifications in program should help interns. No help for team leaders in sight.

7. Although the team leaders were under stress, they survived. Some made excellent professional progress. For example: "A" started

as a team leader, then became Project Coordinator, and next year will become a principal at a new school; "B" has written a proposal for a bilingual program which will probably receive funding soon, and which he will be a participant in the administration.

C. Community Involvement

1. and 2. No progress. In fact, the Board of Education has cut back on adult programs -- a crying need in the community.

3. Progress made here.

D. Program Change

1. Some progress in teaching more designed to the Latin American students. Progress primarily in two schools. Much progress expected in the Cycle 7 Portal School.

2. No progress. Planning not clear for Cycle 7, either. More university help will be needed to establish the experimental base.

3. In-service at the Portal School is beginning.

4. Little progress, if any.

5. Not done yet. The books are available in the Teacher Corps library , but translation into action has not been done.

6. No progress, no concrete plans yet.

E. Better Educational Results

No evidence as yet. No design. Board of Education cessation of standardized testing makes it difficult to plan or design a method of determining effects of program on achievement at this time.

F. Better Community Relationships

The community survey shows that these relationships are not bad, but that there are some serious community educational needs not being met. No action has yet been taken to help the community work with the school in implementing the CIRCE Accountability Notebook.

Final Comments

When all is said and done, the big job -- graduating 22 interns -- has been accomplished. Two of them have fellowships for graduate study. About half are already certified. With the right job market, one wonders how many will be teaching in the Fall. Several do not intend to. Five will still be working toward their degrees. As of now a little under half have reported employment in teaching in September. How many will be teaching in the Latin Community three years from now, and how many will have moved to the suburbs? Only time will answer that.

In the meantime, Cycle 7 moves ahead, restructuring itself. Buena suerte. Viva la Causa!

September, 1972

Resume of Certification and Assigned Teaching Status of 5th Cycle Teacher Corps Interns

NAME	SCHOOL	NATIONAL TEACHERS EXAM COMMONS	NATIONAL TEACHERS EXAM TEACHING AREA	ORAL	CERTIFIED	FTB *
Carmona, Elsa	Plamondon	X				X
Conway, Kathy	South Bend, Ind.					
D'Souza, Alice	Plamondon	X	X	X	X	
Gonzalez, Braulio	Cooper Upper Grade	X	X	X	X	
Heidkamp, Paul	Cooper Upper Grade	X	X	X	X	
Jackson, Delores	Burr Elementary	X	X			X
Lopez, Sam	McLaren					X
Macias, Jose	Jungman					X
Marquez, John	Plamondon		X			X
Martinez, Josephine	Walsh		X			X
Mathes, Pamela	Komensky	X	X	X	X	
Molina, Bertha	Jungman	X	X	X	X	
Negrete, Jesus	Throop					X
Perez, Antonio	Jungman					X
Rodriquez, Juanita	Greeley Elementary	X	X			X
Rodriguez, Madeline	McCormick	X	X			X
Rybarczyk, Monica	Hammond	X	X	X	X	
Salmeron, Rudy	Cooper Upper Grade		X			X
Thompson, Mitzie	65th-Ashland	X	X	X	X	
Vera, Luis	Cooper Upper Grade	X	X			X
Kantzioris, Sylvia		X	X	X	X	

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* FTB: Full-time basis substitute teacher; such person is granted temporary certification until such time as National Teachers Exam and Oral Examination are successfully completed. Such person has the same duties as regular classroom teacher; teaches permanent classes in same school.

* Hermosillo, Connie	Full time graduate student at University of Chicago, Chicago, IL.
* Perez, Rosa	Full time graduate student at Northwestern University, Evanston, IL.

* Both Ms. Hermosillo and Ms. Perez received Ford Foundation Fellowships to continue their education at the graduate level.

Appendix A

Responses of Teacher Corps Interns to CUES

INSTITUTIONAL RESEARCH PROGRAM FOR HIGHER EDUCATION

CUES: SECOND EDITION

EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

UNIVERSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

PRACTICALITY SCALE

163 ETS BATCH NO. 1651 COLLEGE CODE 05/15/72 ADMIN. DATE

ITEM NO.	ABSTRACT OF ITEM	KEY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	TOTAL N	TOTAL %
1	STUDENTS ALMOST ALWAYS WAIT TO BE CALLED ON IN CLASS	T	7	63.6	4	26.6-					11	42.3
2	BIG COLLEGE EVENTS GET LOTS OF ENTHUSIASTIC STUDENT SUPPORT	T	0	.0-	3	20.0-					3	11.5-
3	THERE IS A RECOGNIZED GROUP OF STUDENT LEADERS ON CAMPUS	T	3	27.2-	7	46.6					10	38.4
4	FREQUENT TESTS ARE GIVEN IN MOST COURSES	T	6	54.5	8	53.3					14	53.8
5	STUDENTS TAKE GREAT PRIDE IN THEIR PERSONAL APPEARANCE	T	3	27.2-	4	26.6-					7	26.9-
6	EDUCATION HERE MAKES STUDENTS MORE PRACTICAL AND REALISTIC	T	7	63.6	7	46.6					14	53.8
7	PROFS REGULARLY CHECK TO SEE THAT WORK IS DONE ON TIME	T	1	9.0-	4	26.6-					5	19.2-
8	IT IS IMPORTANT SOCIALLY TO BE IN THE RIGHT CLUB OR GROUP	F	2	18.1-	4	26.6-					6	23.0-
9	PEP RALLIES,PARADES,DANCES, OR DEMONSTRATIONS OCCUR RARELY	F	3	27.2-	9	60.0					12	46.1
10	ONES WHO KNOW THE RIGHT PEOPLE CAN GET A BETTER BREAK HERE	T	8	72.7+	11	73.3+					19	73.0+
51	IMPORTANT PEOPLE HERE EXPECT OTHERS TO SHOW RESPECT	T	9	81.8+	12	80.0+					21	80.7+
52	STUDENT ELECTIONS GENERATE A LOT OF STRONG FEELING	T	3	27.2-	6	40.0					9	34.6
53	EVERYONE HAS A LOT OF FUN AT THIS SCHOOL	T	1	9.0-	3	20.0-					4	15.3-
54	IN MANY CLASSES STUDENTS HAVE AN ASSIGNED SEAT	T	3	27.2-	2	13.3-					5	19.2-
55	STUDENT ORGANIZATIONS CLOSELY SUPERVISED TO AVOID MISTAKES	T	1	9.0-	3	20.0-					4	15.3-
56	STUDENTS PATTERN THEMSELVES AFTER PEOPLE THEY ADMIRE	T	7	63.6	7	46.6					14	53.8
57	NEW FADS + PHRASES CONTINUALLY SPRING UP AMONG THE STUDENTS	T	10	90.9+	12	80.0+					22	84.6+
58	STUDENTS MUST HAVE WRITTEN EXCUSE FOR ABSENCE FROM CLASS	T	1	9.0-	2	13.3-					3	11.5-
59	COLLEGE OFFERS MANY PRACTICAL COURSES SUCH AS TYPING, ETC.	T	3	27.2-	5	33.3					8	30.7-
60	STUDENT ROOMS MORE LIKELY DECORATED BY PENNANTS THAN ART	T	5	45.4	3	20.0-					8	30.7-

INSTITUTIONAL RESEARCH PROGRAM FOR HIGHER EDUCATION

CUES: SECOND EDITION

EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

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UNIVERSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

163 ETS BATCH NO   1851 COLLEGE CODE   05/15/7 ADMIN DATE

SCHOLARSHIP SCALE

ITEM NO	ABSTRACT OF ITEM	KEY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	TOTAL N	TOTAL %
11	PROFS REALLY PUSH STUDENTS CAPACITIES TO THE LIMIT	T	2	18.1-	5	33.3					7	26.9-
12	MOST PROFS ARE DEDICATED SCHOLARS IN THEIR FIELDS	T	7	63.6	8	53.3					15	57.6
13	MOST COURSES REQUIRE INTENSIVE PREPARATION OUT OF CLASS	T	6	54.5	13	86.6+					19	73.0
14	STUDENTS SET HIGH STANDARDS OF ACHIEVEMENT FOR THEMSELVES	T	6	54.5	6	40.0					12	46.1
15	CLASS DISCUSSIONS ARE TYPICALLY VIGOROUS AND INTENSE	T	5	45.4	6	40.0					11	42.3
16	LECTURE BY A LEADING SCIENTIST WOULD BE POORLY ATTENDED	F	6	54.5	11	73.3+					17	65.3
17	REASONING AND LOGIC ARE VALUED IN GRADING PAPERS + REPORTS	T	5	45.4	10	66.6+					15	57.6
18	IT IS FAIRLY EASY TO PASS MOST COURSES WITHOUT MUCH WORK	F	7	63.6	10	66.6+					17	65.3
19	SCHOOL OUTSTANDING FOR SUPPORT OF SCHOLARSHIP AND RESEARCH	T	3	27.2-	3	20.0-					6	23.0-
20	STANDARDS SET BY PROFS ARE NOT PARTICULARLY HARD TO ACHIEVE	F	6	54.5	7	46.6					13	50.0
61	MOST PROFS THOROUGH TEACHERS + REALLY PROBE FUNDAMENTALS	T	6	54.5	7	46.6					13	50.0
62	MOST COURSES ARE A REAL INTELLECTUAL CHALLENGE	T	4	36.3	5	33.3					9	34.6
63	STUDENTS PUT A LOT OF ENERGY INTO EVERYTHING THEY DO	T	3	27.2-	4	26.6-					7	26.9
64	COURSES AND FACULTY IN NATURAL SCIENCES ARE OUTSTANDING	T	3	27.2-	4	26.6-					7	26.9
65	COURSES, EXAMS, AND READINGS ARE FREQUENTLY REVISED	T	6	54.5	9	60.0					15	57.6
66	PERSONALITY,PULL,AND BLUFF GET STUDENTS BY IN MANY COURSES	F	2	18.1-	9	60.0					11	42.3
67	THERE IS VERY LITTLE STUDYING HERE OVER THE WEEKENDS	F	4	36.3	7	46.6					11	42.3
68	THERE IS A LOT OF INTEREST IN PHILOS + METHODS OF SCIENCE	T	3	27.2-	7	46.6					10	38.4
69	PEOPLE HERE SEEM TO THRIVE ON DIFFICULTY AND WORK HARDER	T	3	27.2-	7	46.6					10	38.4
70	STUDENTS ARE VERY SERIOUS AND PURPOSEFUL ABOUT THEIR WORK	T	3	27.2-	8	53.3					11	42.3

CUES: SECOND EDITION

EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

UNIVERSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

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COMMUNITY SCALE

163 ETS BATCH NO.
1851 COLLEGE CODE
05/15/72 ADMIN DATE

ITEM NO	ABSTRACT OF ITEM	KEY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	TOTAL N	TOTAL %
21	IT IS EASY TO TAKE CLEAR NOTES IN MOST COURSES.	T	7	63.6	4	26.6-					11	42.3
22	THE SCHOOL HELPS EVERYONE GET ACQUAINTED	T	0	.0-	1	6.6-					1	3.8-
23	STUDENTS OFTEN RUN ERRANDS FOR THE FACULTY	T	3	27.2-	2	13.3-					5	19.2-
24	THE HISTORY AND TRADITIONS OF THE COLLEGE ARE EMPHASIZED	T	0	.0-	3	20.0-					3	11.5-
25	THE PROFESSORS GO OUT OF THEIR WAY TO HELP YOU	T	3	27.2-	7	46.6					10	38.4
26	THERE IS A LOT OF BORROWING AND SHARING AMONG STUDENTS	T	4	36.3	4	26.6-					8	30.7-
27	EVERYONE KNOWS ABOUT PROJECTS AND SHOWS RUN BY STUDENTS	T	0	.0-	3	20.0-					3	11.5-
28	UPPERCLASSMEN ARE ACTIVE IN HELPING NEW STUDENTS ADJUST	T	0	.0-	1	6.6-					1	3.8-
29	PRESSURE AMONG STUDENTS TOWARD EXPECTED CODES OF CONDUCT	T	1	9.0-	0	.0-					1	3.8-
30	GRADUATION IS A PRETTY MATTER-OF-FACT, UNEMOTIONAL EVENT	F	0	.0-	5	33.3					5	19.2-
71	THIS SCHOOL HAS A REPUTATION FOR BEING VERY FRIENDLY	T	0	.0-	3	20.0-					3	11.5-
72	ALL UNDERGRADUATES MUST LIVE IN UNIV. APPROVED HOUSING	T	0	.0-	2	13.3-					2	7.6-
73	PROFS CLEARLY EXPLAIN GOALS + PURPOSES OF THEIR COURSES	T	5	45.4	7	46.6					12	46.1
74	STUDENTS HAVE OPPORTUNITIES TO DEVELOP ORGANIZING SKILLS	T	1	9.0-	5	33.3					6	23.0-
75	MOST FACULTY NOT INTERESTED IN STUDENTS PERSONAL PROBLEMS	F	3	27.2-	4	26.6-					7	26.9-
76	STUDENTS QUICKLY LEARN WHAT IS DONE AND NOT DONE HERE	T	9	81.8+	10	66.6+					19	73.0+
77	IT IS EASY TO GET A GROUP TOGETHER FOR CARDS, MOVIES, ETC.	T	5	45.4	8	53.3					13	50.0
78	STUDENTS COMMONLY SHARE THEIR PROBLEMS	T	6	72.7+	3	20.0-					11	42.3
79	PROFS RARELY OR NEVER CALL STUDENTS BY FIRST NAMES	F	6	54.5	10	66.6+					16	61.5
80	THERE IS A LOT OF GROUP SPIRIT	T	1	9.0-	6	40.0					7	26.9-
	SCALE SCORE		9		10							

TIONAL RESEARCH PROGRAM FOR HIGHER EDUCATION

CUES: SECOND EDITION

EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

VERSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

AWARENESS SCALE

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163 ETS BATCH NO. 1851 COLLEGE CODE 05/15/72 ADMIN. DATE

	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
31	CHANNELS FOR EXPRESSING COMPLAINTS ARE EASILY ACCESSIBL	T	1	9.0-	5	33.3					6	23.0-
32	STUDENTS URGED TO BE ACTIVE IN SOCIAL AND POLITICAL REFORMS	T	3	27.2-	5	33.3					8	30.7-
33	STUDENTS ACTIVELY CONCERNED ABOUT INTERNATIONAL AFFAIRS	T	2	18.1-	14	93.3+					16	61.5
34	MANY COLORFUL AND CONTROVERSIAL FIGURES ON THE FACULTY	T	4	36.3	6	40.0					10	38.4
35	CONSIDERABLE INTEREST IN VALUE SYSTEMS, ETHICS, AND SOCIETY	T	4	36.3	7	46.6					11	42.3
36	PUBLIC DEBATES ARE HELD FREQUENTLY	T	0	.0-	1	6.6-					1	3.8-
37	CONTROVERSIAL SPEAKERS STIR A LOT OF STUDENT DISCUSSIONS	T	7	63.6	6	40.0					13	50.0
38	THERE ARE MANY FACILITIES FOR INDIVIDUAL CREATIVE ACTIVITY	T	7	63.6	6	40.0					13	50.0
39	THERE IS A LOT OF INTEREST IN POETRY, MUSIC, PAINTING, ETC	T	3	27.2-	9	60.0					12	46.1
40	CONCERTS AND ART EXHIBITS DRAW BIG CROWDS OF STUDENTS	T	1	9.0-	2	13.3-					3	11.5-
81	STUDENTS ENCOURAGED TO CRITICIZE POLICIES AND PROGRAMS	T	3	27.2-	4	26.6-					7	26.9-
82	EXPRESSION OF STRONG PERSONAL BELIEFS IS RARE AROUND HERE	F	6	54.5	10	66.6+					16	61.5
83	STUDENTS DEVELOP STRONG SENSE ABOUT THEIR ROLE IN SOCIETY	T	5	45.4	6	40.0					11	42.3
84	A NUMBER OF PROFS PLAY SIGNIFICANT ROLES IN POLITICS	T	7	63.6	7	46.6					14	53.8
85	A LEADING PHILOS OR THEOLOGIAN DRAWS A CAPACITY AUDIENCE	T	2	18.1-	5	33.3					7	26.9-
86	COURSES AND FACULTY IN SOCIAL SCIENCES ARE OUTSTANDING	T	4	36.3	6	40.0					10	38.4
87	FAMOUS PEOPLE BROUGHT TO CAMPUS FOR LECTURES, CONCERTS	T	4	36.3	8	53.3					12	46.1
88	STUDENTS HAVE OPPORTUNITIES TO KNOW, CRITICIZE WORKS OF ART	T	4	36.3	4	26.6-					8	30.7-
89	SPECIAL MUSEUMS + COLLECTIONS ARE IMPT PART OF THE COLLEGE	T	3	27.2-	1	6.6-					4	15.3-
90	MODERN ART AND MUSIC GET LITTLE ATTENTION HERE	F	4	36.3	7	46.6					11	42.3

RSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

PROPRIETY SCALE

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163
ETS BATCH NO.

1851
COLLEGE CODE

05/15/72
ADMIN DATE

	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
41	STUDENTS ASK PERMISSION BEFORE DEVIATING FROM COMMON POLICY	T	1	9.0-	3	20.0-					4	15.3-
42	MOST STUDENT ROOMS ARE PRETTY MESSY	F	6	54.5	8	53.3					14	53.8
43	PEOPLE HERE ARE ALWAYS TRYING TO WIN AN ARGUMENT	F	6	54.5	10	66.6+					16	61.5
44	DRINKING AND LATE PARTIES TOLERATED DESPITE REGULATIONS	F	5	45.4	11	73.3+					16	61.5
45	STUDENTS OCCASIONALLY PLOT AN ESCAPADE OR REBELLION	F	3	27.2-	11	73.3+					14	53.8
46	MANY STUDENTS DRIVE SPORTS CARS	F	8	72.7+	7	46.6					15	57.6
47	STUDENTS OFTEN DO THINGS ON THE SPUR OF THE MOMENT	F	3	27.2-	6	40.0					9	34.6
48	STUDENT PUBLICATIONS NEVER LAMPOON DIGNIFIED PEOPLE	T	2	18.1-	0	.0-					2	7.6-
49	ONE WHO ALWAYS TRIES TO HELP OUT REGARDED AS A NUISANCE	F	6	54.5	8	53.3					14	53.8
50	STUDENTS CONSCIENTIOUS ABOUT CARE OF SCHOOL PROPERTY	T	3	27.2-	3	20.0-					6	23.0-
91	STUDENTS EXPECTED TO REPORT ANY VIOLATION OF RULES/REGS	T	4	36.3	4	26.6-					8	30.7-
92	STUDENT PARTIES ARE COLORFUL AND LIVELY	F	3	27.2-	9	60.0					12	46.1
93	THERE ALWAYS SEEM TO BE LOTS OF LITTLE QUARRELS GOING ON	F	2	18.1-	10	66.6+					12	46.1
94	STUDENTS RARELY GET DRUNK AND DISORDERLY	T	9	81.8+	9	60.0					18	69.2+
95	MOST STUDENTS SHOW CAUTION AND CONTROL IN THEIR BEHAVIOR	T	6	54.5	9	60.0					15	57.6
96	BERMUDA SHORTS, PIN-UPS, ETC. ARE COMMON ON THIS CAMPUS	F	5	45.4	6	40.0					11	42.3
97	STUDENTS PAY LITTLE ATTENTION TO RULES AND REGULATIONS	F	6	54.5	9	60.0					15	57.6
98	DORMITORY RAIDS, WATER FIGHTS, ETC. WOULD BE UNTHINKABLE	T	6	54.5	2	13.3-					8	30.7-
99	MANY STUDENTS EXPECT OTHERS TO ADAPT TO THEM NOT VICE VERSA	F	4	36.3	9	60.0					13	50.0
100	ROUGH GAMES + SPORTS ARE IMPT. PART OF INTRAMURALS HERE	F	5	45.4	8	53.3					13	50.0
	SCALE SCORE		15		19						16	
	NUMBER OF STUDENTS		11		15						26	

INSTITUTIONAL RESEARCH PROGRAM FOR HIGHER EDUCATION

CUES: SECOND EDITION

EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

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UNIVERSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

CAMPUS MORALE SCALE

163 ETS BATCH NO. 1851 COLLEGE CODE 05/15/72 ADMIN DATE

ITEM NO	ABSTRACT OF ITEM	KEY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	TOTAL N	TOTAL %
2	BIG COLLEGE EVENTS GET LOTS OF ENTHUSIASTIC STUDENT SUPPORT	T	0	.0-	3	20.0-					3	11.5-
10	ONES WHO KNOW THE RIGHT PEOPLE CAN GET A BETTER BREAK HERE	F	3	27.2-	4	26.6-					7	26.9-
14	STUDENTS SET HIGH STANDARDS OF ACHIEVEMENT FOR THEMSELVES	T	6	54.5	6	40.0					12	46.1
22	THE SCHOOL HELPS EVERYONE GET ACQUAINTED	T	0	.0-	1	6.6-					1	3.8-
25	THE PROFESSORS GO OUT OF THEIR WAY TO HELP YOU	T	3	27.2-	7	46.6					10	38.4
27	EVERYONE KNOWS ABOUT PROJECTS AND SHOWS RUN BY STUDENTS	T	0	.0-	3	20.0-					3	11.5-
28	UPPERCLASSMEN ARE ACTIVE IN HELPING NEW STUDENTS ADJUST	T	0	.0-	1	6.6-					1	3.8-
29	PRESSURE AMONG STUDENTS TOWARD EXPECTED CODES OF CONDUCT	T	1	9.0-	0	.0-					1	3.8-
31	CHANNELS FOR EXPRESSING COMPLAINTS ARE EASILY ACCESSIBL	T	1	9.0-	5	33.3					6	23.0-
35	CONSIDERABLE INTEREST IN VALUE SYSTEMS, ETHICS, AND SOCIETY	T	4	36.3	7	46.6					11	42.3
37	CONTROVERSIAL SPEAKERS STIR A LOT OF STUDENT DISCUSSIONS	T	7	63.6	6	40.0					13	50.0
50	STUDENTS CONSCIENTIOUS ABOUT CARE OF SCHOOL PROPERTY	T	3	27.2-	3	20.0-					6	23.0-
61	MOST PROFS THOROUGH TEACHERS + REALLY PROBE FUNDAMENTALS	T	6	54.5	7	46.6					13	50.0
62	MOST COURSES ARE A REAL INTELLECTUAL CHALLENGE	T	4	36.3	5	33.3					9	34.6
63	STUDENTS PUT A LOT OF ENERGY INTO EVERYTHING THEY DO	T	3	27.2-	4	26.6-					7	26.9-
74	STUDENTS HAVE OPPORTUNITIES TO DEVELOP ORGANIZING SKILLS	T	1	9.0-	5	33.3					6	23.0-
75	MOST FACULTY NOT INTERESTED IN STUDENTS PERSONAL PROBLEMS	F	3	27.2-	4	26.6-					7	26.9-
80	THERE IS A LOT OF GROUP SPIRIT	T	1	9.0-	6	40.0					7	26.9-
82	EXPRESSION OF STRONG PERSONAL BELIEFS IS RARE AROUND HERE	F	6	54.5	10	66.6+					16	61.5
83	STUDENTS DEVELOP STRONG SENSE ABOUT THEIR ROLE IN SOCIETY	T	5	45.4	6	40.0					11	42.3

CUES: SECOND EDITION

UNIVERSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

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CAMPUS MORALE SCALE

163
ETS BATCH NO.

1851
COLLEGE CODE

05/15/7
ADMIN. DATE

ITEM NO	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
97	STUDENTS PAY LITTLE ATTENTION TO RULES AND REGULATIONS	F	6	54.5	9	60.0					15	57.6
99	MANY STUDENTS EXPECT OTHERS TO ADAPT TO THEM NOT VICE VERSA	F	4	36.3	9	60.0					13	50.0
	SCALE SCORE		9		14						10	
	NUMBER OF STUDENTS		11		15						26	

UTIONAL RESEARCH PROGRAM FOR HIGHER EDUCATION

CUES: SECOND EDITION

EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

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COLLEGE NAME	ETS BATCH NO.	COLLEGE CODE	ADMIN DATE
UNIVERSITY OF ILLINOIS/CHICAGO CIRCLE	163	1851	05/15/72

QUALITY OF TEACHING SCALE

ITEM NO.	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
1	STUDENTS ALMOST ALWAYS WAIT TO BE CALLED ON IN CLASS	F	4	36.3	11	73.3+					15	57.6
12	MOST PROFS ARE DEDICATED SCHOLARS IN THEIR FIELDS	T	7	63.6	8	53.3					15	57.6
15	CLASS DISCUSSIONS ARE TYPICALLY VIGOROUS AND INTENSE	T	5	45.4	6	40.0					11	42.3
20	STANDARDS SET BY PROFS ARE NOT PARTICULARLY HARD TO ACHIEVE	F	6	54.5	7	46.6					13	50.0
25	THE PROFESSORS GO OUT OF THEIR WAY TO HELP YOU	T	3	27.2-	7	46.6					10	38.4
61	MOST PROFS THOROUGH TEACHERS + REALLY PROBE FUNDAMENTALS	T	6	54.5	7	46.6					13	50.0
65	COURSES, EXAMS, AND READINGS ARE FREQUENTLY REVISED	T	6	54.5	9	60.0					15	57.6
66	PERSONALITY,PULL,AND BLUFF GET STUDENTS BY IN MANY COURSES	F	2	18.1-	9	60.0					11	42.3
73	PROFS CLEARLY EXPLAIN GOALS + PURPOSES OF THEIR COURSES	T	5	45.4	7	46.6					12	46.1
75	MOST FACULTY NOT INTERESTED IN STUDENTS PERSONAL PROBLEMS	F	3	27.2-	4	26.6-					7	26.9-
79	PROFS RARELY OR NEVER CALL STUDENTS BY FIRST NAMES	F	6	54.5	10	66.6+					16	61.5
	SCALE SCORE		8		12						10	
	NUMBER OF STUDENTS		11		15						26	

CUES: SECOND EDITION

UNIVERSITY OF ILLINOIS/CHICAGO CIRCLE
COLLEGE NAME

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ITEMS 101 THROUGH 150

163 ETS BATCH NO.
1851 COLLEGE CODE
05/15/ ADMIN DATE

ITEM NO.	ABSTRACT OF ITEM	KEY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	TOTAL N	TOTAL %
101	VOCATIONAL VALUE OF MANY COURSES IS EMPHASIZED	T	2	18.1-	10	66.6+					12	46.
102	MOST PEOPLE AWARE OF FINANCIAL STATUS OF STUDENTS FAMILIES	T	1	9.0-	1	6.6-					2	7.
103	STUDENT ORGANIZATIONS REQUIRED TO HAVE FACULTY ADVISER	T	8	72.7+	6	40.0					14	53.
104	GOOD FACILITIES FOR LEARNING VOCATIONALLY USEFUL SKILLS	T	4	36.3	8	53.3					12	46.
105	MOST PROFS KNOW REGULATIONS APPLYING TO STUDENT PROGRAMS	T	8	72.7+	4	26.6-					12	46.
106	THERE IS AN EFFECTIVE PLACEMENT OFFICE FOR SENIORS	T	2	18.1-	4	26.6-					6	23.
107	MANY PROFS INVOLVED IN CONSULTING FOR OUTSIDE GROUPS	T	2	18.1-	7	46.6					9	34.
108	A PROF MIGHT INCREASE A GRADE FOR ESPECIALLY HARD WORK	T	9	81.8+	10	66.6+					19	73.
109	MOST STUDENTS WANT A DEGREE FOR ITS ECONOMIC VALUE	T	10	90.9+	13	86.6+					23	88.4
110	VOCATIONAL GUIDANCE IS MAIN COUNSELING OFFICE ACTIVITY	T	5	45.4	4	26.6-					9	34.
111	NEW IDEAS AND THEORIES ARE ENCOURAGED AND DEBATED	T	4	36.3	6	40.0					10	38.4
112	STUDENTS WHO DONT MAKE PASSING GRADES ARE QUICKLY DROPPED	T	6	54.5	8	53.3					14	53.8
113	STUDENTS HAVE FREE ACCESS TO BOOKS IN LIBRARY STACKS	T	8	72.7+	11	73.3+					19	73.
114	EXCELLENCE IN SCHOLARSHIP IS DOMINENT FEATURE OF COLLEGE	T	5	45.4	6	40.0					11	42.3
115	THERE ARE LOTS OF QUIET AND COMFORTABLE PLACES TO STUDY	T	5	45.4	9	60.0					14	53.8
116	EVEN IN SOCIAL GROUPS STUDENTS LIKELY TO TALK ABOUT STUDIES	T	2	18.1-	5	33.3					7	26.9-
117	MANY EXCELLENT FACILITIES FOR RESEARCH ON THIS CAMPUS	T	6	54.5	7	46.6					13	50.0
118	EMPHASIS OF DEPT. CLUBS IS TO PROMOTE SCHOLARSHIP IN FIELD	T	7	63.6	7	46.6					14	53.8
119	MOST STUDENTS DISSATISFIED IF THEY MAKE LESS THAN B GRADE	T	4	36.3	5	33.3					9	34.6
120	LIBRARY IS ONE OF THE OUTSTANDING FACILITIES ON THE CAMPUS	T	5	45.4	10	60.6+					15	57.6

TIONAL RESEARCH PROGRAM FOR HIGHER EDUCATION

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EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

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COLLEGE NAME

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163 ETS BATCH NO 1851 COLLEGE CODE 05/15/72 ADMIN DATE

ITEMS 101 THROUGH 150

ITEM NO	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
121	CAMPUS DESIGN AND ARCHITECTURE SUGGEST FRIENDLY ATMOSPHERE	T	2	18.1-	4	26.6-					6	23.0-
122	STUDENT GROUPS OFTEN MEET IN FACULTY MEMBERS HOMES	T	1	9.0-	3	20.0-					4	15.3-
123	COUNSELING + GUIDANCE SERVICES ARE PERSONAL,PATIENT,HELPFUL	T	7	63.6	5	33.3					12	46.1
124	SOME COURSES INVOLVE STUDENTS WITH LOCAL GROUPS + AGENCIES	T	8	72.7+	8	53.3					16	61.5
125	MOST OF THE STUDENTS HERE ARE PRETTY HAPPY	T	2	18.1-	4	26.6-					6	23.0-
126	COURSES OR SEMINARS DEAL WITH PROBS OF MARRIAGE AND FAMILY	T	5	45.4	6	40.0					11	42.3
127	IN MOST CLASSES THE ATMOSPHERE IS VERY FRIENDLY	T	2	18.1-	5	33.3					7	26.9-
128	STUDENTS OFTEN GET TOGETHER FOR PARTIES DURING HOLIDAYS	T	3	27.2-	8	53.3					11	42.3
129	MOST STUDENTS HAVE A GENUINE AFFECTION FOR THIS SCHOOL	T	1	9.0-	1	6.6-					2	7.6-
130	COURSES OR SEMINARS DEAL WITH PROBS OF SOCIAL ADJUSTMENT	T	6	54.5	7	46.6					13	50.0
131	PLACE WHERE STUDENTS CAN SPEAK ABOUT CONTROVERSIAL ISSUES	T	6	54.5	11	73.3+					17	65.3
132	STUDENTS ARE FREE TO CUT CLASS AT THEIR OWN DISCRETION	T	11	100.0+	14	93.3+					25	96.1+
133	MANY PROFS HAVE WORKED OR TRAVELED FREQUENTLY OVERSEAS	T	7	63.6	10	66.6+					17	65.3
134	THERE IS LOTS OF INNOVATION IN THE WAY COURSES ARE TAUGHT	T	5	45.4	5	33.3					10	38.4
135	PROFS PERMIT AND WELCOME DISCUSSION OF OUTSIDE MATERIALS	T	7	63.6	6	40.0					13	50.0
136	MANY STUDENTS WANT TO JOIN THE PEACE CORPS OR LIVE ABROAD	T	3	27.2-	4	26.6-					7	26.9-
137	STUDENT GROUPS INVITE PROFS TO LEAD SPECIAL DISCUSSIONS	T	2	18.1-	1	6.6-					3	11.5-
138	STUDENTS MIGHT LISTEN A WHOLE EVENING TO CLASSICAL RECORDS	T	1	9.0-	2	13.3-					3	11.5-
139	STUDENT CHORUS, ORCHESTRA, AND THEATER GROUPS ARE EXCELLENT	T	7	63.6	5	33.3					12	46.1
140	STUDENTS LIKE TO BROWSE IN BOOK STORES	T	6	54.5	8	53.3					14	53.8
141	MANY PROFS REQUIRE AN OUTLINE BEFORE WRITING A TERM PAPER	T	4	36.3	9	60.0					13	50.0

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163
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05/15/7
ADMIN DATE

INFORMATION ITEMS

ITEM NO	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
	SUBGROUP ITEM											
	NUMBER OF STUDENTS BY SUBGRP		11	42.3	15	57.6					26	100.0
	SEX											
	MALE		0	.0	6	40.0					6	23.0
	FEMALE		11	100.0	8	53.3					19	73.0
	EDUCATIONAL STATUS											
	ENTERING FRESHMAN		0	.0	0	.0					0	.0
	ENROLLED FRESHMAN		0	.0	0	.0					0	.0
	SOPHOMORE		3	27.2	0	.0					3	11.5
	JUNIOR		6	54.5	0	.0					6	23.0
	SENIOR		1	9.0	14	93.3					15	57.6
	GRADUATE		0	.0	0	.0					0	.0
	SPECIAL OR NON-DEGREE		0	.0	0	.0					0	.0
	FACULTY		0	.0	0	.0					0	.0
	OTHER		0	.0	0	.0					0	.0
	MAJOR FIELD											
	BIOLOGICAL SCIENCE		0	.0	0	.0					0	.0
	PHYSICAL SCIENCE		0	.0	0	.0					0	.0
	MATHEMATICS		0	.0	0	.0					0	.0
	SOCIAL SCIENCE		1	9.0	0	.0					1	3.8
	HUMANITIES		0	.0	0	.0					0	.0
	FINE OR PERFORMING ARTS		1	9.0	0	.0					1	3.8
	EDUCATION		8	72.7	12	80.0					20	76.9
	BUSINESS		0	.0	0	.0					0	.0
	ENGINEERING		0	.0	0	.0					0	.0
	OTHER		0	.0	1	6.6					1	3.8

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ITEMS 151 THROUGH 160

163 ETS BATCH NO 1851 COLLEGE CODE 05/15/72 ADMIN DATE

ITEM NO.	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
151	STUDENTS ARE ON MANY ACADEMIC + ADMINISTRATIVE COMMITTEES	T	6	54.5	6	40.0					12	46.1
		F	4	36.3	8	53.3					12	46.1
152	STUDENTS HAVE AUTHORITY TO DETERMINE SOME CAMPUS POLICIES	T	0	.0	2	13.3					2	7.6
		F	11	100.0	12	80.0					23	88.4
153	SOME PROFS EXPERIMENT WITH NEW METHODS OF TEACHING, ETC.	T	10	90.9	11	73.3					21	80.7
		F	1	9.0	3	20.0					4	15.3
154	MUCH STUDENT INTEREST AND ACTIVITY ABOUT SOCIAL ISSUES	T	4	36.3	11	73.3					15	57.6
		F	6	54.5	3	20.0					9	34.6
155	ADMINISTRATION IS RECEPTIVE TO STUDENT PROPOSALS FOR CHANGE	T	1	9.0	2	13.3					3	11.5
		F	10	90.9	12	80.0					22	84.6
156	NEW COURSES OFFERED IN EXPERIMENTAL COLLEGE OR PROGRAM	T	11	100.0	12	80.0					23	88.4
		F	0	.0	2	13.3					2	7.6
157	MASSIVE DISRUPTION OR VIOLENCE WOULD BE UNTHINKABLE HERE	T	6	54.5	1	6.6					7	26.9
		F	5	45.4	13	86.6					18	69.2
158	COLLEGE ATTITUDE ABOUT DRUGS IS GENERALLY PATIENT, FLEXIBL	T	6	54.5	10	66.6					16	61.5
		F	5	45.4	5	33.3					10	38.4
159	RESPONSE OF COLLEGE TO A CONFRONTATION WOULD BE FIRM	T	5	45.4	8	53.3					13	50.0
		F	5	45.4	6	40.0					11	42.3
160	DUE PROCESS EXPECTED BY STUDENTS ACCUSED OF VIOLATIONS	T	9	81.8	11	73.3					20	76.9
		F	2	18.1	3	20.0					5	19.2
	NUMBER OF STUDENTS		11		15						26	

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COLLEGE NAME

ITEMS 101 THROUGH 150

163 ETS BATCH NO. | 1851 COLLEGE CODE | 05/15/72 ADMIN. DATE

EM NO	ABSTRACT OF ITEM	KEY	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		TOTAL	
			N	%	N	%	N	%	N	%	N	%
142	DEAN OF STUDENTS OFFICE MAINLY CONCERNED WITH DISCIPLINE	T	5	45.4	0	.0-					5	19.2-
43	FACULTY MEMBERS ALWAYS WEAR COATS AND TIES ON THE CAMPUS	T	1	9.0-	4	26.6-					5	19.2-
44	A MAJOR AIM OF THE COLLEGE IS TO PRODUCE CULTIVATED GRADS	T	4	36.3	4	26.6-					8	30.7-
45	IN LIT., DRAMA, MUSIC THE MAIN EMPHASIS IS ON THE CLASSICS	T	5	45.4	6	40.0					11	42.3
46	NEARBY CHURCHES HAVE INTEREST IN COUNSELING + YOUTH PROGS.	T	2	18.1-	3	20.0-					5	19.2-
47	PROPER STANDARDS + IDEALS ARE EMPHASIZED IN MANY COURSES	T	4	36.3	4	26.6-					8	30.7-
48	MOST PROFS THINK OF THEMSELVES AS NO DIFF FROM OTHER ADULTS	T	6	54.5	2	13.3-					8	30.7-
49	PROFS ALWAYS PROPER AND POLITE IN RELATIONS WITH STUDENTS	T	4	36.3	7	46.6					11	42.3
50	EXAMS EMPHASIZE KNOWING ANSWER NOT DEFENDING POINT OF VIEW	T	8	72.7+	11	73.3+					19	73.0+
	NUMBER OF STUDENTS		11		15						26	

Appendix B

Transcription of Taped Student Questionnaire on the Classroom Environment

Answer Sheet for Class Environment Questionnaire (Taped)

PAGES 212 - 215 WERE NOT SUBMITTED TO EDRS

Student Questionnaire on the Classroom Environment

Today, I would like you to answer some questions for me about what school is like.

Quisiera que ustedes me contestaran hoy algunas prejuntas acerca de como les gusta la escuela.

Although many of you speak English very well, there will be some children who like to use Spanish better.

Hunque muchos de ustedes hablan ingles muy bien, habra algunos ninos que les guste mas hablar el espanol.

Therefore, each question will be asked in both English and Spanish. You will be asked to mark your answers on the answer sheet in front of you.

Por lo tanto cada pregunte la haremos en hamblas lenguas ingles y espanol. Se les pidira que marcen su respuestas en la hoja de respuestas que esta frente a ustedes.

In the first space at the top of the page, write your name; second, school; third, teacher's name.

En el primer espacio en la parte superior de la pajina escriba su nombre, segundo, el nombre de la escuela; tercero, el nombre del maestro.

Now, put a blank piece of paper as a marker under the number 1. To the right of the number 1, you should see just two numbers: a 1 and a 2.

Ahora, ponga un pedazo de papel como marcador debajo del numero uno. A la derecha del numero uno usted puede ver dos numeros: uno y dos.

Now, answer the first question that I ask by drawing a circle around the number 1 if your answer is yes; and a circle around 2 if your answer is no.

Ahora, conteste la primera pregunta que yo haga debujando un circulo alrededor del numero uno si su respuesta es si, y un circulo alrededor del numero dos si la respuesta es no.

1. Is any of your work hanging on the bulletin board or wall?

    1. yes
    2. no

1. Esta algun trabajo tuyo puesto en el tablero de noticias o en la pared?

    1. si
    2. no

Now, move your paper markers down to number 2. There should be three numbers to the right of the number 2. Listen to the question and then answer by drawing a circle around the number you choose.

2. Who decides your work should be on the board?

    1. the teacher
    2. yourself
    3. other students

Ahora, corra su marcador asi abajo al ejercicio numero dos. Abran tres numeros a la derecha del numero dos. Escuche la pregunta y entonces conteste dibujando un circulo del numero que usted escoja.

2. Quien decidio que tu trabajo estuviese alla?

    1. el maestro
    2. usted mismo
    3. otros estudiantes

3. How often do you get to use some of the materials or equipment in the room?

    1. never
    2. seldom
    3. often

3. Con que frequencia usas el material o el equipo del salon?

    1. nunca
    2. de tarde un tarde
    3. frequentemente

4. When did the teacher last praise you?

    1. today
    2. yesterday
    3. during the past week
    4. a long time ago

4. Cuando fue la ultima vez que el maestro te alabo?

    1. hoy
    2. ayer
    3. durante de pasada semana
    4. hace mucho tiempo

5. Do you enjoy the class?

    1. a lot
    2. some
    3. not very much
    4. not at all

5. Te gusta la clase?

    1. mucho
    2. un poco
    3. no mucho
    4. nada

6. What do you like best about the class?

    1. the assignments, the work
    2. the teacher
    3. the students
    4. something else

    If you answered this question "4. something else," write what else you were thinking of on the line underneath your answer.

6. Que es lo que te gusta mas en la clase?

    1. el trabajo en el salon
    2. el maestro
    3. los estudiantes
    4. otra cosa cualquiera

    Si usted contesta esta pregunta en el numero "4." anada usted que es lo que mas le gustaria de la clase.

7. What do you like least about the class?

    1. the assignments, the work
    2. the teacher
    3. the students
    4. something else

    If you answered this question "4. something else," write what else you were thinking of on the line underneath your answer.

7. Que es lo que menos le gusta de la clase?

    1. el trabajo en el salon
    2. el maestro
    3. los estudiantes
    4. otra cosa cualquiera

    Si usted contesto esta pregunta con el numero "4." anada usted que es lo que menos le gustaria.

8. Who makes most of the decisions in the class?

    1. the teacher
    2. the students as a group
    3. individual students

8. Quien hace la majoria de las decisiones en la clase?

   1. el maestro
   2. los estudiantes como groupo
   3. los estudiantes individualmente

9. Do you make any decisions about what and when you will study something?

   1. yes
   2. no

9. Hace algunas decisiones acerca de que y cuando estudiara algo?

   1. si
   2. no

10. Do you understand your teacher most of the time?

    1. yes
    2. no

10. Entiende a su maestro la majoria del tiempo?

    1. si
    2. no

11. If you don't understand something, what do you usually do?

    1. ask the teacher
    2. ask another student
    3. look it up
    4. ask at home
    5. something else

    If you answered this question "5. something else," write what else you were thinking of on the line.

11. Si usted no entiende algo, que es lo que hace usualmente?

    1. preguntarle el maestro
    2. preguntarle a otros estudiantes
    3. pasarlo por alto
    4. preguntar en casa
    5. cualquier otra cosa

    Si contesta usted con el numero 5, anada que es lo que hace usted.

12. Do you usually ask permission to talk to another pupil?

    1. yes
    2. no

12. Pide usualmente permiso para hablarle a otro alumno?

1. si
2. no

13. Do you usually ask permission to get a book or material from the cabinet or shelf in the room?

1. yes
2. no

13. Pide permiso para usar un libro o material en el gabinete o estate del salon?

1. si
2. no

14. Do you ask permission to go to the washroom?

1. yes
2. no

14. Pide permiso para ir al bano?

1. si
2. no

15. Do you ask permission to sharpen a pencil?

1. yes
2. no

15. Pide permiso para filar el lapiz?

1. si
2. no

16. Do you ask permission to move around?

1. yes
2. no

16. Pide permiso para moverse alrededor del salon?

1. si
2. no

17. If you make a mistake in class, does the teacher correct it?

1. yes
2. no

17. Si cometes un error, lo corregir la maestra?

    1. si
    2. no

18. If you make a mistake in class, does the teacher help you correct it?

    1. yes
    2. no

18. Si cometes un error te ayuda la maestra a corregir lo?

    1. si
    2. no

19. If you make a mistake in class, does the teacher scold you?

    1. yes
    2. no

19. Si cometes un error te regana la maestra?

    1. si
    2. no

20. If you make a mistake in class, does the teacher punish you?

    1. yes
    2. no

20. Si cometes un error, te castiga la maestra?

    1. si
    2. no

21. If you make a mistake in class, do other children know about it?

    1. yes
    2. no

21. Si cometes un error, los companieros del salon se enterran de el?

    1. si
    2. no

Now, look at the right hand side of your answer sheet. You will see three boxes there numbered 23, 24, and 25. In box 23, write the answer to this question:

Tell me what pupils do to misbehave.

Ahora ve el lado derecho de tu hoja de respuestas. Veras tres cuadros numeros 23, 24, y 25. En el cuadro 23, escribe la respuesta a esta pregunta:

Dime que es lo que los alumnos hacen cuando se protan mal?

In box 24, write the answer to this question:

What kind of teacher do you like the most?

En el cuadro 24, contesta la pregunta:

Que clase de maestra te gusta mas?

In box 25, write the answer to this question:

What do you need to do to get a good grade?

En el cuadro 25, contesta la pregunta:

Que es lo que tienes que hacer para sacar buenas notas?

Answer Sheet for Class Environment Questionnaire (Taped)

Name ______________ School ______________ Teacher ______________

What language do you prefer to use? English? Spanish?

Le gusta mas a hablar en: Ingles? Espanol?

1.	1		2 (no)					
2.	1	teacher maestro	2	self yo mismo	3	other students otros estudiantes		
3.	1	never nunca	2	seldom rara vez	3	often a menudo		
4.	1	today hoy	2	yesterday ayer	3	past week la semana pasado	4	long ago hace mucho
5.	1	lots mucho	2.	some algo	3	nothing no mucho	4	never nunca
6.	1	work trabajo	2	teacher maestro	3	students estudiantes	4	
7.	1	work trabajo	2	teacher maestro	3	students estudiantes	4	
8.	1	teacher maestro	2	students estudiantes	3	individuals individuales		
9.	1		2 (no)					
10.	1		2 (no)					
11.	1	ask teacher pregunta maestro	2	ask another pregunta un otro alumno	3	look up busca en un libro	4	ask at home pregunta en la casa
5								
2.	1		2 (no)					
3.	1		2 (no)					
4.	1		2 (no)					
5.	1		2 (no)					
6.	1		2 (no)					
8.	1		2 (no)					
9.	1		2 (no)					
0.	1		2 (no)					
1.	1		2 (no)					
2.	1		2 (no)					

23.

24.

25.